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AUTHOR	Sirdenis, Wisam Kazaleh, Ed.; Giannetti, George, Ed.
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ABSTRACT

An Oak Park, Michigan student workbook prepared as part of the Oak Park Title VII Project for limited English proficient students or students whose first or second language is other than English. contains fifteen multicultural lessons presented in four units. The first unit focuses on the nature of human global interdependence and takes a geographic look at the world through languages and their distribution. It stresses the need for mutual understanding and cooperation for survival and for the humane use of world resources. The second unit, entitled "Why Study a Second Language?" looks at ethnocentrism and its many manifestations as an obstacle to understanding other peoples and their ways. It underscores the usefulness of second language skills for making new cultural experiences, travel, and a broader range of occupations more available. This unit examines four of the major languages of the world (English, Arabic, French, and Spanish) and two cultures in Oak Park (Hebrew and Chaldean). Unit 3 focuses more closely on four world issues: population, stereotyping, energy, and futurism. The fourth unit outlines career opportunities in which language study can lead to interesting and rewarding work, including careers in the international language world, and careers related to the work of the United Nations. Twelve of the 15 chapters contain vocabulary lists highlighting words that students will use in crossword puzzles provided in the lessons as well as a chapter review exercise section featuring a self-test. The teacher's edition of the guide contains exercises, descriptions of suggested activites for some chapters, blank maps for use as duplication masters, and answer keys to the chapter review self-tests. (MSE)

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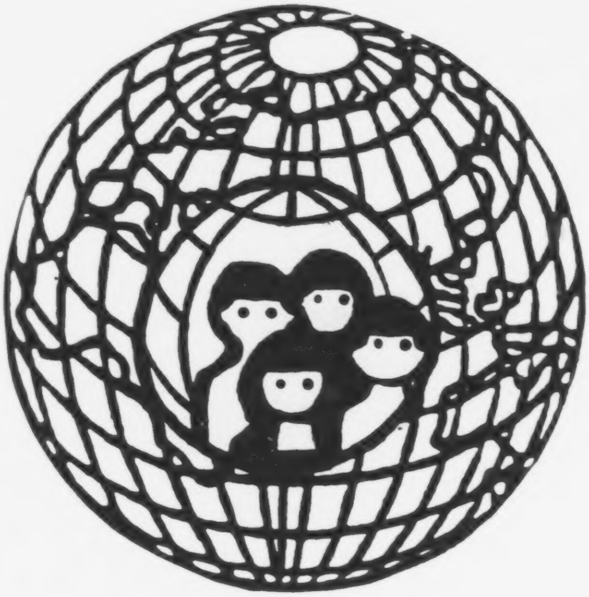
GLOBAL LESSONS
FOR
SECOND LANGUAGE STUDENTS
GRADES 9-12



SECOND LANGUAGE LEARNING
GLOBAL ISSUES AWARENESS
INTERNATIONAL CAREER OPPORTUNITIES
COMPUTER LITERACY AND USAGE
in a multicultural setting

STUDENT EDITION

FL016651

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Project Director: George Giannetti
Oak Park School District
Oak Park, Michigan 48237
(313) 548-4484

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The needs of the community served by the Oak Park School District and the educational requirements of our students demand a strong emphasis on knowledge and communication for their world: a multilingual, multicultural world. By definition, an emphasis on global education is a basic element of our curriculum. Our schools have the central responsibility to help each child succeed in those areas. Our children shall be helped by a skillful staff and an outstanding program of services which recognizes and cherishes our multicultural, multilingual characteristics. Our youth's understanding of basic social, political, and economic forces which are constantly shaping their world is vital to their functioning as productive citizens.

An already strong foreign language program can be strengthened as a necessary component of a broad educational experience, one which helps students not only to develop new skills, but to cherish the language, culture, and history of each of us and of our world neighbors and, above all, of the human context in which we interact.

Leonard S. Demak, Ed.D.
Superintendent
Oak Park School District

STUDENT EDITION

GLOBAL LESSONS FOR SECOND LANGUAGE STUDENTS

(GRADES 9-12)

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* Some of the 15 lessons are also available in Spanish, French, and Arabic.

TO THE STUDENT:

You are about to enter a fascinating world of information and knowledge — a world where time stands still just long enough for you to board "Spaceship Earth." On your voyage you will discover some illuminating things about your life and about the world of learning.

Actually, this world is made up of many little worlds. These are the worlds of people, places, languages, cultures, technology, careers, and concerns of mankind. As a citizen of this greater world, you will learn about things that move our world on a path of discovery and progress.

But progress without participation is not very productive. Your journey will not only show you things you never knew before, it will also show you how you can participate in what is going on in your world. Soon you will be finding answers to such questions as these: What happened in the past that may affect my life today? What will I be tomorrow? What language will I speak 20 years from now? Who are my ancestors? How and where will I live in the future? From where does America get all its colorful cultures and different languages? What will jobs be like in the year 2001? What will happen to the planet Earth one hundred years from now?

The best part of this "global journey" is that you are taking it with many other students who share pride in and respect for people, cultures, and languages from all around the world. This book is yours to keep, but it is just a beginning. Use it as the door through which your curiosity will travel. Your teachers will be your guides; they will help you answer questions and they will even ask some as well. Good luck and have a good trip. Safra Sa-ee-day! Eb-darouto B'salaamay! Bon Voyage! Nesia Tova! Buon Viaggio! Buen Viaje! In every language you know, travel happily!

Wisam Sirdenis
George Giannetti

UNIT I

Chapter One

The first chapter in this book, **GLOBAL INTERDEPENDENCE**, focuses on the nature of our interdependence on each other as inhabitants of "Spaceship Earth." The United States, for instance, is dependent on other countries for the nature of its citizen population, its languages, its human resources, and for products, materials, and markets which it both offers to and receives from the other nations of the world. This chapter stresses the need for **mutual** understanding and cooperation among all nations -- for *survival* and for the most humane use of our earth's resources, both natural and human.

UNIT I: *Chapter One*

THE MEANING OF GLOBAL INTERDEPENDENCE

Our daily life is full of **products** that come from many countries. Cars, stereos, radios, food, clothing, shoes, glassware, and dishes often come from overseas. Materials used in many American-made products are also imported from other countries: copper from Zambia, oil from Saudi Arabia, fruits and nuts from South American countries, rubber from the Philippines, chrome from the Soviet Union, and spices from Tanzania. Products like these from all around the world have found their way into our homes.

Not only are there **numerous** products and materials that come to the United States, but people from all over the world have come to our country, too. For example, the native Americans, also known as the *American Indians,* were the original or first **inhabitants** of our land many centuries ago. It was several hundred years later that people from other continents (Europe, Africa, South America, and Asia) began *immigrating* to the land that is today known as the United States of America.

Throughout its two-hundred-year-history, the United States of America has always opened its doors to immigrants from all around the world. **Historians**, sociologists, and other persons interested in *cultures* and languages, have carefully studied this interesting movement of people from one land to another. They have wondered what effect this process, or flow of different people into the United States, has had on the American culture and society.

It was once believed that all the different people who came to the United States from many countries needed to learn English and the "American ways" so quickly that they mixed into the American society and became "like the Americans." Many of these people from different *ethnic* backgrounds began speaking English more often than the language of their native country. Some even changed their names to sound more American or English. It was believed that these people were part of a process that was once called the U.S. *melting pot* -- which seemed to **imply** that **newcomers** from all different cultures and ethnic groups automatically mixed together to form one "American Society" and lost their individual personality and cultural **identity**.

It was many decades later that historians and sociologists began to believe that the United States' population is actually more like a "tossed salad" of different cultures and nationalities. This means that each of the many different ethnic groups in the United States gives or contributes a special and **distinctive** way of life to our nation as a whole. In other words, new immigrants to the United States learn to speak English and learn the way of life in our country **and** they are also able to retain or keep their native language, their customs, and their beliefs.

How boring it would be if we lived in a country where we all looked, spoke, and acted alike. Our country can boast of its many people from many backgrounds. We can learn from each other and all of us can learn from another idea — that our planet earth is like a spaceship, "Spaceship Earth." We can think of ourselves as passengers on the world spaceship; the condition of the spaceship and the direction it takes into the future will depend on us.

We must take care of our planet and see that everyone — each of the inhabitants of the earth — is well-fed and is able to live a productive, healthy life. Many people on our spaceship are hungry and poor. As we learn about our *links* with others around the earth and see ourselves as **citizens** of the world, we must become aware of our responsibilities to those who need our help.

Young people of today are also citizens of the world and they are the decision-makers of tomorrow. **Interdependence**, the cooperation and reliance of people upon each other, is an important word. Those who understand its meaning are the people who will have a chance to try to solve important **global** problems. These problems affect the future of nations, families, and individuals in our world.

Take a look at your own world and see in how many ways your lives are linked or connected to other places and other peoples. Ask yourself questions about the future of the planet earth. How can you **contribute** to the well-being of "Spaceship Earth"?

The links between people and nations can perhaps best be **illustrated** by a **common**, everyday food product which we all know, a chocolate candy bar. Let's trace its possible *origins:*

1. Chocolate is made from cocoa, perhaps from the Ivory Coast of Africa.
2. Sugar from Ecuador in South America makes the cocoa sweet.
3. Peanuts may come from the Sudan in Africa.
4. Coconut from the Philippines in Asia may be added.
5. Milk may come from the United States or even from New Zealand.
6. The candy factory may be in Great Britain (England or Scotland).
7. The wrapping paper may come from Canada, the world's largest paper producer.
8. Large commercial shipping fleets, such as those of the Soviet Union, may carry the ingredients from place to place and finally the finished product to markets in different corners of the globe.

You see, even a simple chocolate candy bar **represents** the concept of interdependence because the cooperation of many goes into the making of the final product. The next time you bite into a candy bar, think about the many materials, people, and places that are involved in its making.

The need for mutual understanding and cooperation among the countries of our world has increased in this century, as has the need for cooperation among the people of various nationalities living here in the United States. The lessons in this book have been developed to help you understand and appreciate the needs and hopes of all humanity. They especially give you a chance to think about and to discuss ideas and activities that show how cooperation among different people and nations can be improved.

This book also includes some cultural and *linguistic* lessons that contain information which helps you to better understand people whose cultures and languages are different from yours. The languages which have been chosen for discussion are English, Arabic, Chaldean, French, Hebrew, and Spanish. You will learn about the many language communities around the world where these languages are spoken. This information will give you an *overview* of the history and culture of those people who speak these different languages. We suggest some **sources** from which you can gain more information about these languages. You may discover, though, that the best sources of information are the students in your very own school who have come from places where some of these languages are spoken.

The lessons in Units III and IV of this book **briefly** examine some important issues in the world today. These chapters not only discuss important global education topics, but they also show how the various issues or concerns of our society are interconnected and *global* in nature, with each **issue** having some impact on another. With time and experience, we learn that our lives are indeed interwoven with the lives of others, near and far. For instance, we are affected by population changes and the availability of energy. We stereotype others (or use labels to describe people) and have been stereotyped by them too. We all are looking for ways to earn our living and to live fulfilling lives -- now and in the world of the future where the links between people will become even stronger.

GLOBAL INTERDEPENDENCE

CHAPTER REVIEW EXERCISES

MULTIPLE CHOICE
DIRECTIONS: Circle the correct answer from the four choices given.

1. Our daily life is full of products that come from ____________________.
   A. outer space
   B. inside the earth
   C. many different countries
   D. K-Mart

2. People from other continents began immigrating to the land now called the United States ____________________.
   A. a year ago
   B. a decade ago
   C. several hundred years ago
   D. a semester ago

3. Global interdependence is ____________________.
   A. the name of an earth spaceship
   B. a concern of the United States Department of Defense
   C. the attitude of trying to solve world problems through cooperation and understanding
   D. not concerned with exports and imports

4. The U.S. population is much like a "tossed salad" because ____________________.
   A. people like vegetables more than meat
   B. many different ethnic groups give a distinctive way of life to our nation as a whole
   C. people get tossed around from place to place
   D. the U.S. population is too mixed up

5. The United States is dependent on other countries for its ____________________
   A. products and human resources
   B. weather
   C. television programs
   D. none of the above

TRUE OR FALSE
DIRECTIONS: Circle **T** (True) or **F** (False) after each statement.

6. In daily living we use very few products that come to us from other countries. **T F**

7. The need for global understanding and cooperation among different countries of the world has decreased in this century. **T F**

8. "Melting pot" seems to imply a loss of individual personality and cultural identity. **T F**

9. Immigration has to do with the movement of people from one land to another. **T F**

10. As an inherited part of our culture, language is not as important as how we dress. **T F**

GLOBAL INTERDEPENDENCE

WORDS TO KNOW

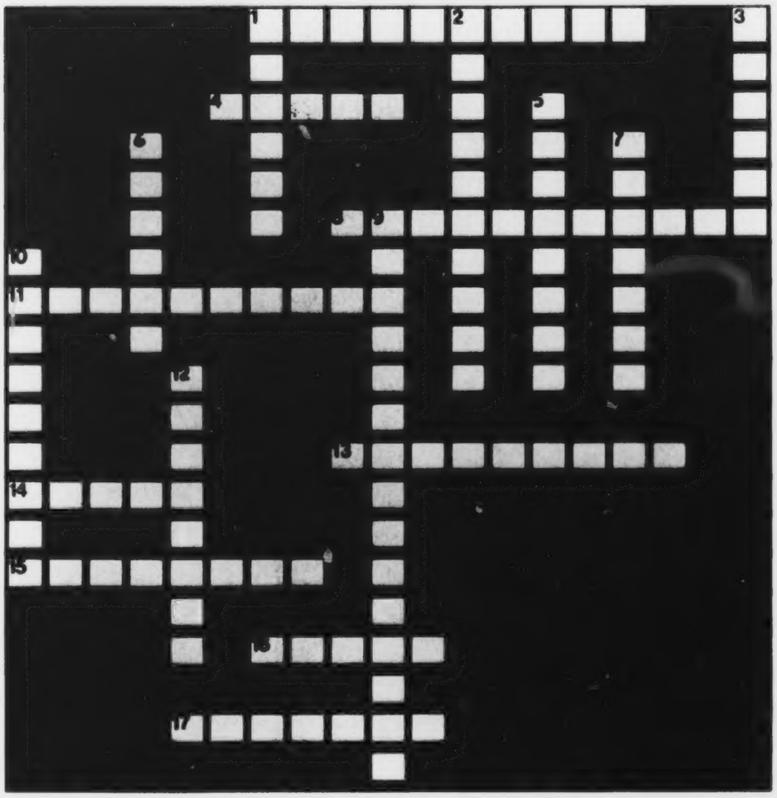
1. **brief** (a.)
2. **citizen** (n.)
3. **common** (a.)
4. **contribute** (v.)
5. **distinctive** (a.)
6. **global** (a.)
7. **historian** (n.)
8. **identity** (n.)
9. **illustrate** (v.)
10. **imply** (v.)
11. **inhabitant** (n.)
12. **interdependence** (n.)
13. **issue** (n.)
14. **newcomer** (n.)
15. **numerous** (a.)
16. **product** (n.)
17. **represent** (v.)
18. **source** (n.)

n. = **NOUN**

a. = **ADJECTIVE**

v. = **VERB**

GLOBAL INTERDEPENDENCE



Across:

1. To give, offer, or donate something.
4. To suggest or hint at something.
8. To be particular or different from the rest is to be d————————————.
11. E.T. was not an i———————————— of the earth, he lived elsewhere.
13. To stand in for something or someone.
14. Crime is a very important i———— often discussed in newspapers.
15. Someone who has been in a place for a long time is not a ____________.
16. Opposite of long or lengthy.
17. Something that is made or grown.

Down:

1. This is not unusual, it is ______________ .
2. Would you please show or i———————————— your idea on the board?
3. Let's go to the beginning or to the s—————— of your problem.
5. The name of someone or something.
6. Another word for worldwide is g——————.
7. To be a good c———————— you should obey the laws of your country.
9. Mutual need of other people or other countries.
10. Someone who studies events of the past and their causes.
12. Many; several.

UNIT I: *Chapter Two*

A GEOGRAPHIC LOOK AT THE WORLD THROUGH LANGUAGES

In a study of the world, we find that the only constant — that which always remains the same — is *change*. The shape of the land, the politics of the people, and the events of history are always changing.

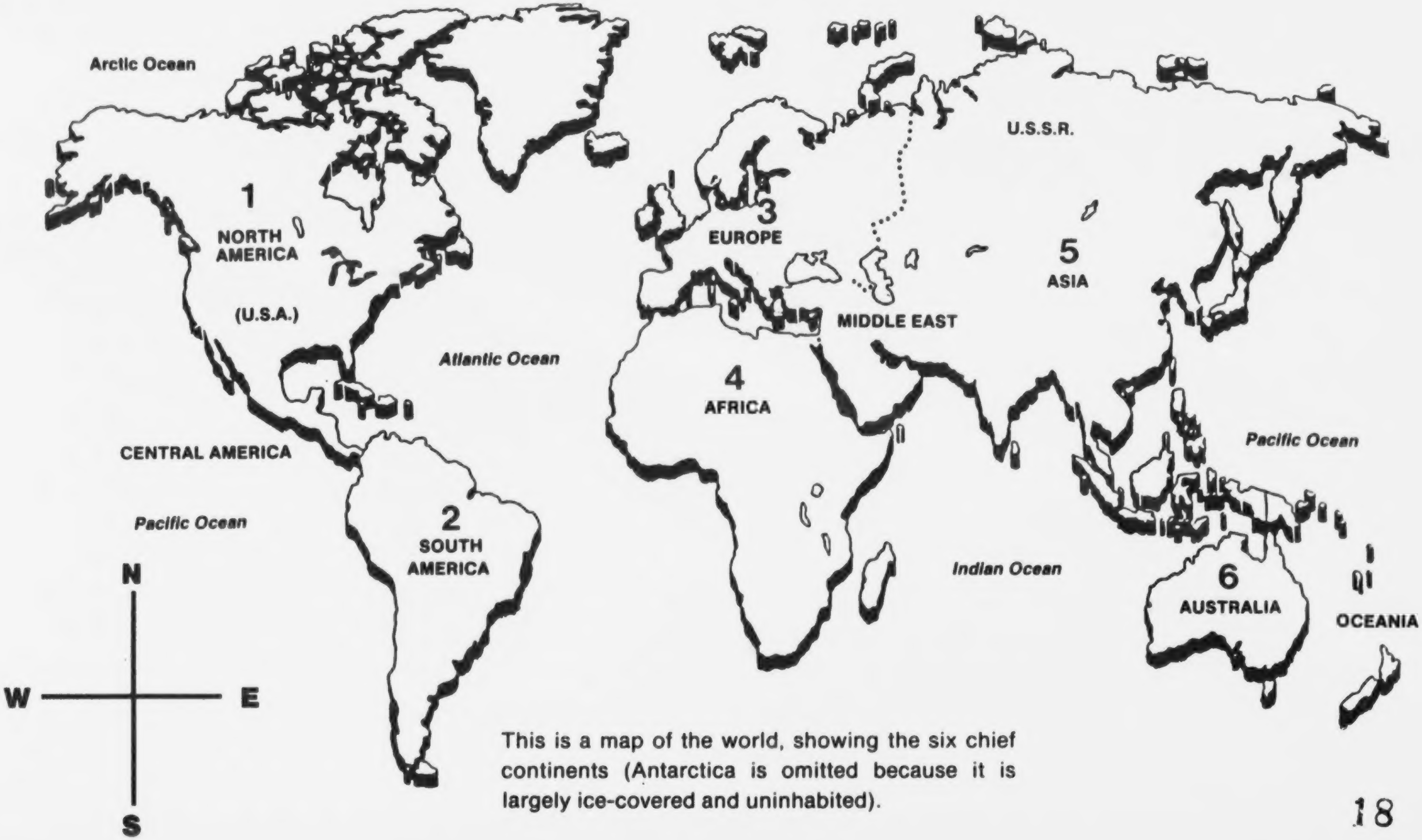
Languages and their distribution throughout the world may seem the least likely to change; when languages do change, the rate of change is slow. Also, when there is a *transition* in governments, language used by the local people of an area changes very gradually too. The changes that do occur are in response to political pressures, inventions, and events that make new words and cultural mixtures necessary.

In studying the history of a land or nation, we find that the early inhabitants of an area establish a culture all their own, with the *dominant* religions and languages being passed on through the generations. This is reflected to some extent in each of the six language areas — English, Arabic, Chaldean, French, Hebrew, and Spanish — which are emphasized in this book.

Throughout history, *colonization* has had an overwhelming and lasting influence on the nature and *dispersion* of languages. Therefore, the impact of a ruling or occupying nation on another nation can affect language usage and cultural characteristics to a great degree. Furthermore, as political control brings language, government, religion, education, and *commerce* to the occupied lands, the new culture grows roots and is passed on through the spoken and written word, as well as through cultural activities.

The *transcontinental* expansion of specific languages reflects the concept that people are the transmitters of the spoken word beyond natural borders. Worldwide, over 175 nations are the homelands for approximately five billion people who communicate with each other. The means of communication for a very large percentage of these people is one of the four major languages being discussed in this book: English, Arabic, French, and Spanish.

THE WORLD AND ITS CONTINENTS


Arctic Ocean
1
NORTH AMERICA
(U.S.A.)
CENTRAL AMERICA
Pacific Ocean
Atlantic Ocean
2
SOUTH AMERICA
3
EUROPE
U.S.S.R.
5
ASIA
MIDDLE EAST
4
AFRICA
Pacific Ocean
Indian Ocean
6
AUSTRALIA
OCEANIA
N
W
E
S

This is a map of the world, showing the six chief continents (Antarctica is omitted because it is largely ice-covered and uninhabited).

GEOGRAPHIC LOOK AT THE WORLD THROUGH LANGUAGES

Distribution of English, Arabic, French, and Spanish-Speaking Populations Around the World

This chart gives the approximate numbers of people who speak these languages on each continent as a first, official, or dominant language.* On the next four pages are listed the countries (and continents) where each language is spoken.

CONTINENT	English	Arabic	French	Spanish
(1) North America	340,000,000	2,000,000	4,000,000	80,000,000
(2) South America and Central America	3,100,000	—	4,000,000	150,000,000
(3) Europe	50,000,000	—	50,500,000	30,000,000
(4) Africa	4,170,000	60,000,000	8,000,000	—
(5) Asia	421,000,000	20,000,000	24,000,000	—
(6) Australia and Oceania	10,000,000	—	—	—
TOTALS	**828,270,000**	**82,000,000**	**90,500,000**	**260,000,000**

Sources: **— 1984 World Almanac**
— Talking Your Way Around the World, Pei, M., Harper & Row, 1971.
— The World's Chief Languages, Pei, M., S.F. Vanni Pub., 1960.

*While these figures are not recent, they do give an approximate idea of populations in these four language areas. More research will be done in an effort to update statistics.

**Dash (—) denotes that language is not spoken by vast numbers of people.

***Antarctica has been excluded because its overall population is so relatively small.

THE ENGLISH-SPEAKING WORLD

AFRICA
- Botswana
- Gambia
- Ghana
- Lesotho
- Liberia
- Mauritius
- Namibia
- Nigeria
- Sierra Leone
- South Africa
- Tanzania
- Uganda
- Zimbabwe

ASIA
- Hong Kong
- India
- Pakistan

AUSTRALIA and OCEANIA
- Australia
- Fiji
- New Zealand

CARIBBEAN ISLANDS (In North American Continent)
- Barbados
- Bermuda
- British Virgin Islands
- Trinidad
- West Indies

SOUTH AMERICA
- Guyana
- Falkland Islands

EUROPE
- Ireland
- England (Great Britain) (Includes Scotland, Wales, Northern Ireland)

NORTH AMERICA
- United States
- Canada

CENTRAL AMERICA
- Belize

NOTE: English is also a very important second language of many countries and several small islands in the world that are not listed here.

REFER TO THE MAPS ON PAGES 39-44 WHICH SHOW THE CONTINENTS AND THE COUNTRIES THAT ARE ON THIS LIST.

THE ARABIC-SPEAKING WORLD

AFRICA

Algeria
Egypt
Libya
Mauritania
Morocco
Sudan
Tunisia

ASIA

Bahrain
Djibouti
Iraq
Israel
Jordan
Kuwait
Lebanon
Oman
Qatar
Saudi Arabia
Syria
United Arab Emirates
North Yemen
South Yemen

NORTH AMERICA

United States: *
  California
  Illinois
  Indiana
  Michigan
  New Jersey
  New York
  Ohio

---

* There are urban areas in the United States that have large concentrations of Arabic-speaking people, but in comparison to those populations that speak English, these Arabic-speaking populations are small.

REFER TO THE MAPS ON PAGES 57-59 WHICH SHOW THE CONTINENTS AND THE COUNTRIES THAT ARE ON THIS LIST.

THE FRENCH-SPEAKING WORLD

AFRICA
Central African Republic
Chad
Congo
Guinea
Ivory Coast
Mali
Burundi
Senegal
Rwanda
Zaire

CARIBBEAN ISLANDS
Guadaloupe
Martinique
Haiti

EUROPE
Belgium
France
Monaco
Switzerland *

NORTH AMERICA
Canada: Quebec **
United States: Maine; Louisiana ***

SOUTH AMERICA
French Guiana

NOTE: French is also spoken in several other small countries and small islands of the world that are not listed here.

* French is one of the three official languages of Switzerland.

** Quebec is a bilingual province, whose population speaks both French and English.

*** Some French-speaking people from Europe settled in Maine and Louisiana during the colonial period.

REFER TO THE MAPS ON PAGES 67-70 WHICH SHOW THE CONTINENTS AND THE COUNTRIES THAT ARE ON THIS LIST.

THE SPANISH-SPEAKING WORLD

CARIBBEAN ISLANDS

- Cuba
- Dominican Republic
- Puerto Rico

CENTRAL AMERICA

- Costa Rica
- El Salvador
- Guatemala
- Honduras
- Nicaragua
- Panama

EUROPE

- Spain

NORTH AMERICA

- Mexico
- United States: *
  - Arizona
  - California
  - Florida
  - New Mexico
  - New York
  - Texas

SOUTH AMERICA

- Argentina
- Bolivia
- Chile
- Colombia
- Ecuador
- Paraguay
- Peru
- Uruguay
- Venezuela

NOTE: While Brazil is in South America, the **official** language of this country is Portuguese.

* Spanish is a very important second language of concentrated urban communities in several U.S. states.

REFER TO THE MAPS ON PAGES 81-82 WHICH SHOW THE CONTINENTS AND THE COUNTRIES THAT ARE ON THIS LIST.

UNIT II

Chapter Three

Chapter Three, **WHY STUDY A SECOND LANGUAGE?**, initially concerns itself not with an appeal to the material profit to be derived from foreign language *competence*, but with a study of *ethnocentrism* and its many manifestations as an *obstacle* to understanding other peoples and their ways. Since language shapes our mode of thinking, the study of a foreign language can provide a key to how native speakers of that language think and why they act as they do. Foreign language study can also lead to a whole new way of life, of cultural experiences, of travel, and of occupations that are enhanced by knowledge of a new language. The notion of global interdependence and understanding should be part of our foreign language study, along with a focus on formal linguistic features of a new tongue. Ultimately, though, the use we make of language skills depends on our own comprehension of the many dimensions of language study and the goals we set for ourselves.

WHY STUDY A SECOND LANGUAGE?

DID YOU KNOW THAT...

- Modern English is used more in print than any other language in the world.
- There are hundreds of French words found in English, some of the specialized areas being cuisine, style, and clothing.
- Over half of the words in the English language originated in the Latin language.
- Over three-fourths of the first names of people in the U.S. are derived from a culture other than English.
- Only one in twenty public high schools students in the U.S.A. studies a language other than English beyond the second year.
- In Sweden, all students study nine years of English before high school.
- By 1990, it is estimated that one half of the U.S. population will be able to communicate in English and at least one other language.
- Of the 260 million Hispanic people around the world, as many as 15 million (almost six percent) are living in the United States.
- The Italian language has given English scores of words, especially in music, food, and art.
- The most widely spoken language in America is Spanish.
- There are at least 2,796 separate languages being spoken on our planet, plus 7,000 to 8,000 dialects.
- Chinese is spoken as a first language by more people than any other language in the world.

DID YOU KNOW THAT...

- Nearly half of the executives in U.S. multinational companies know one or more foreign languages.
- In a recent survey, 1,261 companies reported 60,687 positions requiring a second language.
- U.S. business, industry, and government often find it necessary to hire multilingual persons or citizens from other countries because of a shortage of linguistically trained Americans.
- Less than 8% of our colleges have a foreign language entrance requirement. This compares with 34% in 1966.
- The United States of America is the only country where one can graduate from some colleges without having studied a foreign language prior to or during the college years.
- During the height of the Iranian crisis (1979-1980), only one western reporter could speak Farsi, and he represented the British Broadcasting Corporation.
- An Austrian student trying to get admitted to a university must have had eight years of instruction in a modern or classical foreign language.
- In Egypt, six years of English study are required from the sixth grade on.
- Honduras expects its students to fulfill a 5-year foreign language requirement.
- All students in Sweden study nine years of English before high school, another language in the university, and a third in graduate school.

UNIT II: *Chapter Three*

WHY STUDY A SECOND LANGUAGE?

"Ethnocentrism"— a word which refers to how people view or judge other cultures in respect to their own — is an impressive word. If you are told that it names something which is characteristic of every human being, your reaction is apt to be one of surprise.

But think about yourself...

Do you remember when you first realized that some people lick ice cream cones and some bite right into them? The way you did it seemed **normal**; the other way seemed strange.

Can you remember when you first discovered the incredible variety of foods that people consider appropriate for breakfast? Does the thought of coffee with boiled milk appeal to you? If your family belongs to the hot-cereal-or-an-egg group, you probably find the idea of salt-fish (like kippers or herring) or cheese-and-hot-peppers-and-a-tomato, or even just-a-piece-of-toast-and-black-coffee unpleasant or even funny.

When you first began to visit the homes of school friends and neighbors, what surprised you most: napkins, cloth napkins, paper napkins, or no napkins? Perhaps you found unfamiliar ways of eating. Do you **switch** your fork from hand to hand as you cut and eat meat, or do you keep it in the same hand for both cutting and eating? You may have noticed different ways of **greeting** family members and guests: a casual "Hi!," kissing, a bear hug, handshakes, smiles and laughter, or mutual indifference.

What happens when you sneeze? Does someone say, "God bless you," or "Gesundheit!" or do you **apologize**? If you don't understand what someone has said, do you say, "Pardon?," or "What?," or "Huh?," or "Speak up; you mumble," or "Excuse me. Would you mind repeating that?" Whichever is your response, your choice of phrase is almost automatic; it is an *imitation* of what you have heard and can reflect a cultural view. These are all examples of ethnocentrism.

You probably have also noticed other differences in how people dress and behave, in what they say and in how they react in specific situations. You may find the differences fascinating and intriguing or you may be irritated by them. You may even be **convinced** that the person whose

behavior is different from yours is "really strange," "an odd-ball," or "nuts." Ethnocentrism is a process that is at work in all of these examples. It means that a person believes or has the attitude that the way he or she does or says something is the **logical**, the natural, or the right way to do it, and that any other way is funny, unusual, uncivilized, or even morally wrong.

This kind of attitude actually begins inside the family group. Assume for a moment that your family's beliefs or ways of doing things are all that you know. Without **examining** why they are what they are, you just know that they are correct. But your family and social group enlarges as you get older. You begin to *encounter* speech and behavior that make you uncomfortable. You may even find yourself rejecting some or all of your family's patterns and begin taking on those of your friends, your schoolmates, your neighbors, or even the characters in your favorite TV program.

Or perhaps, snug and comfortable in your own family group or the larger group to which you belong (nationality, race, religion, language, etc.), you may conclude that the customs, language, or culture of all those who are different from you are strange, peculiar, or even "wrong."

Most of us probably come somewhere in between those two extremes and we gradually adapt or adjust, taking on new patterns and enlarging our understanding of how the world works. But ethnocentrism -- the belief that your group is superior -- fades slowly and can **diminish** only as we enlarge our *perceptions* of our world. We gradually have more experiences and grow more sensitive and aware that what is "different" in cultural patterns is not necessarily wrong and may well be admirable and worth learning.

Of all that we inherit as our *culture*, of all the socially transmitted behaviors that form a culture, perhaps the most influential is language. Ethnocentrism operates here as well. Almost *instinctively* we react negatively to or reject anyone who speaks a language which we do not understand. We may feel uncomfortable because we think of it as strange or perhaps as some kind of a secret *code*. Yet one of the results and benefits of **foreign** language study is that we can have the ability to communicate directly and comfortably, either orally or in writing, with those who use that same language. Soon the language is no longer "foreign" or mysterious to us — we have broken the code of communication.

There is, however, more to learning a new language than just moving from one language system to another. It is hard to express this to persons who have not had the experience of learning a second language. Most of us are unaware of just how our language shapes our thought processes. At least initially, our thinking is limited by the use of *terms and constructions* that we learn as a child and as we acquire our language, that language shapes our own perceptions of the world around us. We therefore begin to perceive reality in the *categories or compartments* that our parents and others have taught us through our language.

This concept may be difficult to understand. Even some of the vocabulary that deals with language learning may be unfamiliar to you. For example, in trying to express an idea through language, we have to place the words in some regular **sequence** or order partly because that is the only way that the words make sense in our language and partly because they cannot all be said *simultaneously*. We may experience reality "all at once" with lots of things occurring in an instant, but our language makes us put them into some sort of time sequence. Therefore, the words must come out in a series or "string of thoughts" in order to be understood by those who hear or read what we say.

We have to divide up *reality* as our language does; our language reflects our total culture, past and present. For instance, what is a "day"? When does a "day" begin? One *culture* says, "At sunrise"; people who have clocks can say, "At midnight." Which is "right"? Which is "wrong"?

Another interesting **feature** about some languages is that they use both an *active* and a *passive voice* for verbs: for example, "I eat the spinach," or "The spinach is eaten by me." A language that stresses active verbs tends to show people as performers, the doers of deeds, and those who cause results ("I do something"). A language that uses more passive verbs suggests people to whom things happen and on whom outside forces are working. ("something is done to me"). Even though the ideas expressed may be essentially the same in the two patterns, the form of the verb reflects an attitude toward the role of human beings in nature or in life.

Even beyond this view of the **structure** of language, language users tend to play with language. In English, for instance, almost no word has only one single meaning. Look around you: paper, chair, book. They are all such common objects. Yet every one of these words has multiple meanings. Consider: "I'm going to paper the room." "They take the daily paper." "She chaired the meeting." "He was sentenced to the chair." "He was booked for 'making book.'" So often our American English language groups together under one label or term quite dissimilar or unlike objects and ideas, and the possibility of "word play" occurs in many utterances we make. This process occurs in any language in the world whether the use of word play is subtle or slight; the language will often communicate more than just facts. Until you begin to **compare** your **familiar** language with a new one, it may be hard to realize all these features of language. In fact, the best argument for studying a new language may be that it can give you a new way of perceiving the world, with new categories for analyzing experiences and new ways to think. It may even help you understand your own language better!

The results and benefits of second language study are, however, not generally understood and are **rarely** taken into consideration. It may not even be an automatic effect. For most people, though, learning a new language makes them aware of how the new language differs from their "old" or first language, of how speech patterns reflect thought patterns, and perhaps even of how people's thinking is actually shaped by their language.

You can tell from its title that this chapter is concerned with studying a second language.

Here are some reasons to consider:

1. A second language helps you to get beyond your linguistic ethnocentrism.

2. A second language gives you an important key to understanding how another culture operates, how its speakers think and form their ideas into words.

3. A second language gives you a new language with which to make friends, to enjoy songs, plays, and poetry; to watch TV, to listen to the radio, to travel to different places; and, of course, to read, study, write, and earn money.

Number 3 is the reason most often mentioned, and it is usually the one stressed when you are advised to study a second language. But don't forget that reasons 1 and 2 are also important.

Is foreign language study easy? No, it is not. You have to give up the security of your own first language and plunge into a world of new sounds, new labels for old ideas and thoughts, new sentence structures, and new ways of thinking about things. Often a person feels unsure and maybe even foolish (like everyone learning something new). Language is so **crucial** to our self-esteem that we may be even more affected by this kind of learning than in dealing with any other subject. Eventually, however, it can be done. Millions of people in this country and elsewhere have learned a second, even a third or fourth language, and have been successful in each.

Is it "worth" learning? This really depends on you and how you will make use of your new language. If it is a school subject, one which you study to pass tests and get graded for, it may not have a great effect on your life. However, if you use a second language as a tool for thinking, reading, writing, listening, speaking, and interacting with others, whether socially or on the job, it can become the key to a whole new world of pleasure and activity. Whatever your reason or motivation is for considering learning a second language, the decision is yours — you must make the choice.

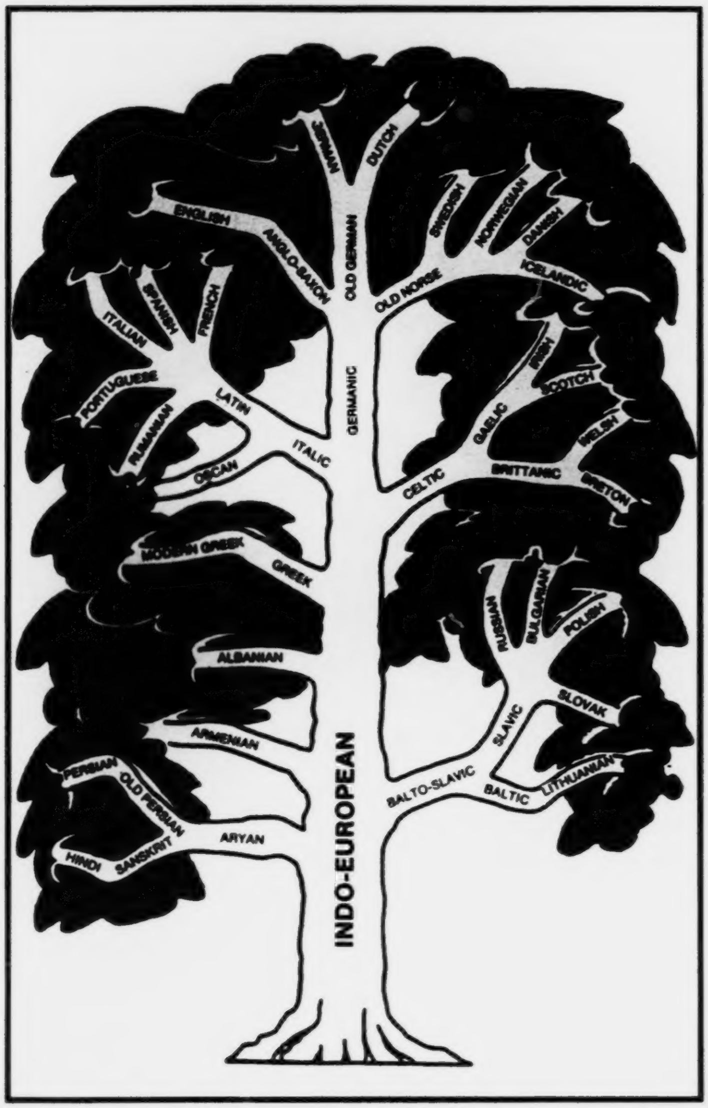
What language should you study? If you are strongly encouraged by your family because of your cultural background to study a second language and the particular language is offered in your school, that is probably the one to begin with. If you have specific career or job **goals** that will be aided by knowledge of a particular language, then you have a lot to gain. Talk with your friends who are enjoying language study and learn through their experiences. Listen to others and consider what they have to say about all that is involved in language study.

As you read the next set of chapters, you will learn many new things about the worlds, cultures, and languages of different people in our world. The introduction to this book explained the importance of "global" ideas and issues. This is one world and the many nations of the world are becoming increasingly interdependent and intertwined. You may not know now what language you will need 20 years into the future. But the special **skills**, the personal satisfaction and feeling of **accomplishment**, and the widening of horizons, both mental and social, which you can gain from language study may greatly enrich your life. Certainly learning another language which you feel you need to know becomes much simpler once you have realized why you want and need to learn it.

Each of the next six lessons discusses a language which is spoken by many people in America. English is, of course, our national language. Hebrew and Chaldean are included as languages which have been of special significance in Oak Park, Michigan, where this book was written. There are also Arabic, French, and Spanish — languages that are spoken as the home language of millions of people living in the United States today. Thus, there are all around us communities of people who are available to us if we want to communicate with them in a particular language. In addition, they offer very good practice for those of us who are learning that second language!

A LANGUAGE FAMILY TREE

There are 12 major language families and many lesser ones. This "language family tree" shows Indo-European, the language family to which English and many European languages belong.


GERMAN
DUTCH
ENGLISH
ANGLO-SAXON
OLD GERMAN
SWEDISH
NORWEGIAN
DANISH
ICELANDIC
OLD NORSE
SPANISH
FRENCH
ITALIAN
PORTUGUESE
LATIN
RUMANIAN
OSCAN
ITALIC
GERMANIC
IRISH
SCOTCH
GAELIC
WELSH
CELTIC
BRITTANIC
BRETON
MODERN GREEK
GREEK
RUSSIAN
BULGARIAN
POLISH
ALBANIAN
SLOVAK
SLAVIC
ARMENIAN
PERSIAN
OLD PERSIAN
BALTO-SLAVIC
BALTIC
LITHUANIAN
HINDI
SANSKRIT
ARYAN
INDO-EUROPEAN

Latin*	familia	miser	lacuna	portus	limonata
Italian*	famiglia	miserabile	laguna	porto	limonata
Spanish*	familia	miserable	laguna	puerto	limonada
Portuguese*	familia	miseravel	laguna	porto	limonada
French*	famille	miserable	lagune	port	limonade
Rumanian*	familie	miser	laguna	port	limonada
English*	family	miserable	lagoon	port	lemonade

* Because these languages share a common ancestry, many words are similar in these so-called Romance languages. ("Romance" in this sense means "Roman" or derived from Latin, the language of the Romans.) Technically, English is not a Romance language, but its vocabulary is largely Latin–based, even though its grammatical structure is Germanic.

This International Restaurant Menu shows a wide variety of foods next to which is a country or language-group designation of the origin of the word. Are you surprised at the origin of any of these familiar words?

International Restaurant Menu

A.I.	American Indian
Af.	African
A.S.	Anglo-Saxon
Ar.	Arabian
Br.	British
Chin.	Chinese
Fr.	French
Ger.	German
Gr.	Greek
Hait.	Haitian
Heb.	Hebrew
Hung.	Hungarian
Ind.	Indian
It.	Italian
Lat.	Latin
Mal.	Malayan
Mex.	Mexican
Mor.	Moroccan
Pers.	Persian
Rom.	Romanian
Rus.	Russian
Scan.	Scandinavian
Sp.	Spanish
Teut.	Teutonic
Turk.	Turkish

Hors D'oeuvres (Fr.)

Smoked Sturgeon *(Teut.)*   Shrimp (A.S.) Cocktail
Norwegian Sardines *(Gr.)*   Caviar *(Turk.)*
Oysters *(Gr.)* on Half Shell   Antipasto *(It.)*
Anchovy *(It.)* Eggs *(Scan.)*   Herring *(A.S.)* Canape *(Fr.)*
Olives *(Gr.)*   Radishes *(Lat.)*
Celery *(Gr.)*   Scallions *(Lat.)*

Soups (Teut.)

Minestrone *(It.)*   Chicken *(Scan.)* Gumbo *(Af.)*
Onion *(Lat.)*   Clam *(A.S.)* Chowder *(Fr.)*
Mulligatawny *(Mal.)*   Borsch *(Rus.)*   Lentil *(Lat.)*
Consomme *(Fr.)* with Noodles *(Ger.)*

Entrees (Fr.)

Barbecued *(Hait.)* Spareribs *(Ger.)* with Apple Sauce *(A.S.)*
Steak *(Scan.)* with Mushrooms *(Fr.)*
Curried *(Ind.)* Lamb *(A.S.)* with Rice *(Pers.)*
Roast Turkey *(Turk.)* with Cranberry *(Ger.)* Sauce
Pastrami *(Rom.)* with Horse Radish Sauce *(Lat.)*
Pork *(Lat.)* Chow Mein *(Chin.)*
Roast Beef *(Lat.)* with Yorkshire Pudding *(Br.)*
Sauerbraten *(Ger.)*   Goulash *(Hung.)*   Roast Duck *(A.S.)*
Virginia Ham *(A.S.)*   Deviled Crab *(A.S.)*
Filet *(Fr.)* of Sole *(Lat.)*   Broiled Lobster *(A.S.)*

Vegetables (Lat.)

Asparagus *(It.)* with Browned Butter *(Gr.)*
Broccoli *(It.)* with Lemon *(Ar.)* Sauce
Steamed Spinach *(Ar.)* and Mushrooms *(Fr.)*
Beets *(Gr.)* with Orange *(Pers.)* Sauce   Succotash *(A.I.)*
Creamed Cabbage *(Fr.)*   Mashed Turnip *(Lat.)*
Fresh Peas *(Gr.)* and Minted *(Gr.)* Carrots *(Lat.)*
Green Beans *(A.S.)* with Almonds *(Gr.)*
Summer Squash *(A.I.)*   Parslied *(Gr.)* Potatoes *(Sp.)*
Baked Yams *(Af.)* with Apples *(A.S.)*

Salads (Lat.)

Tomato *(Sp.)* Aspic *(Fr.)*   Cole Slaw *(Dutch)*
Molded Vegetable *(Lat.)*
Sliced Cucumbers *(Lat.)* and Green Peppers *(Pers.)* with French Dressing
Avocado *(Sp.)* and Grapefruit *(Fr.)*
Lettuce *(Lat.)* Hearts with Russian Dressing
Zucchini *(It.)*, Endive *(Lat.)*, and Romaine *(Fr.)*
with Cheese *(Pers.)* Dressing

Desserts (Fr.)

Persimmons *(A.I.)*   Spanish Melon *(Gr.)*   Nectarines *(Gr.)*
Prune *(Lat.)* Whip   Caramel *(Fr.)* Custard *(Pers.)*
Cherry *(Gr.)* Strudel *(Ger.)*   Chocolate *(Mex.)* Eclair *(Fr.)*
Vanilla *(Sp.)* Pudding *(Br.)* with Strawberry *(A.S.)* Syrup *(Ar.)*
Peach *(Pers.)* Cake *(Scan.)*   Pecan *(A.I.)* Pie
Banana *(Sp.)* Cream *(Lat.)* Pie   Macaroons *(It.)*
Cinnamon *(Heb.)* Raisin *(Lat.)* Cake *(Scan.)*
Tangerine *(Mor.)* Sherbet *(Ar.)* with Caraway *(Ar.)* Cookies *(Dutch)*
Spumoni *(It.)*   Pistachio *(Pers.)* Ice Cream   Tutti-frutti *(It.)*

Beverages (Lat.)

Milk *(A.S.)*   Coffee *(Ar.)*   Demitasse *(Fr.)*
Pekoe Tea *(Chin.)*   Cocoa *(Sp.)*

WHY STUDY A SECOND LANGUAGE?

WORDS TO KNOW

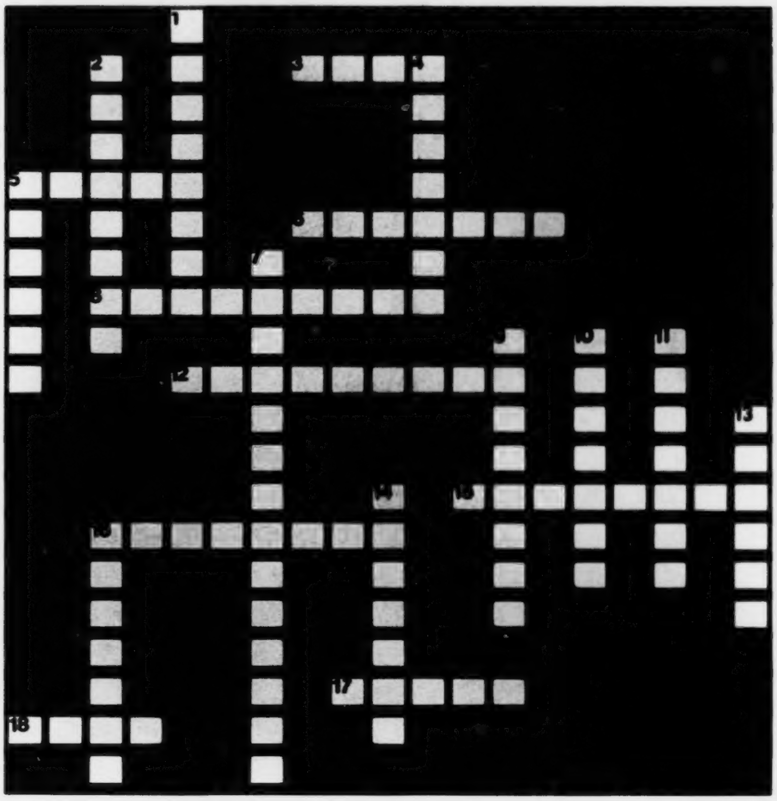
1. **accomplishment** (n.)
2. **apologize** (v.)
3. **behavior** (n.)
4. **compare** (v.)
5. **convince** (v.)
6. **crucial** (a.)
7. **diminish** (v.)
8. **examine** (v.)
9. **familiar** (a.)
10. **feature** (n.)
11. **foreign** (a.)
12. **goal** (n.)
13. **greet** (v.)
14. **logical** (a.)
15. **normal** (a.)
16. **rare** (a.)
17. **sequence** (n.)
18. **skill** (n.)
19. **structure** (n.)
20. **switch** (v.)

n. = **NOUN**

a. = **ADJECTIVE**

v. = **VERB**

WHY STUDY A SECOND LANGUAGE?



Across:

3. Not common; scarce; not available.
5. A technical ability or talent.
6. Making sense; to be expected.
8. Form, shape of something.
12. To say you're sorry.
15. Way of acting; one's actions or manners.
16. To prove something; to persuade.
17. To welcome someone; to say hello.
18. What you aim for; something one strives to attain.

Down:

1. Said of something or someone you know well.
2. To decrease, lessen, or make smaller.
4. To look at or study carefully.
5. To shift, change, or replace something with something else.
7. Achievement; work completed satisfactorily.
9. A logical order or pattern with one thing following another.
10. To show differences or similarities.
11. Not familiar; outside of one's own country.
13. Usual, common, or acceptable.
14. A noticeable part of something; a trait.
16. Critical; severe.

UNIT II

Chapters Four through Seven

FOUR OF THE MAJOR LANGUAGES OF THE WORLD, the next section of this book, outlines the history, significance, and nature of four major languages of the world and two more specific languages which are of special significance to the Oak Park School District where these materials were created. English, the first language that is discussed, is given prominence -- as the national language of the United States and as probably the most useful language internationally.

Just as global interdependence is stressed in other lessons contained in this book, its importance is also evident in the development of major languages of the world. Thus we learn about the history and development of the English language in its original land and then in the United States -- where as America opens her doors to immigrants from many parts of the world, so she opens her language to additions, changes, and enrichment from the languages of the world.

In much the same way, each of the other languages, Arabic, French, and Spanish, is treated first in its historical perspective, then in terms of the place the language holds in the world, and finally in consideration of its importance in western and American culture. Arabic, for example, is the language, not only of people in the Arab world, but also of large communities in Europe, Africa, Asia, and major U.S. cities. Because of political turbulence in the Middle East, increasing numbers of Arabic-speaking people have migrated to the U.S. and other parts of the world to find more stable homes and thus the Arabic language has begun to have a broader influence abroad, adding words and ideas to other cultures and languages that come into contact with it.

Another universal language is French, used as an official language in more than 25 countries besides France, even though it is not the native tongue of these lands. Historically France was very important in our independence movement and French was for many years the cultured language of choice for many Americans. During the period of French colonialism during the 19th and early 20th centuries, French spread to

Asia, Africa, Latin America, and, of course, had spread even earlier to Canada. Our own State of Michigan was first colonized by settlers from France, just as were many other states in our country. The knowledge of French in many areas of the world continues to be extremely important as a key to commercial and educational opportunities and advancement.

The fourth language discussed is Spanish, spoken by some 260 million people around the world, from Spain to the 19 Spanish-speaking countries of the Western Hemisphere, to the Hispanic communities of the United States. Spanish as a language perhaps best exemplifies the "melting pot" process because of the diverse races and ethnic groups from all over the world that share it. Each group may speak it somewhat differently, but all are considered *Hispanics*, persons whose native tongue is Spanish. Spanish flourishes in the United States today because of the great waves of Hispanic migration during the last two decades, especially to Florida, New York, and the Southwest.

UNIT II: *Chapter Four*

THE ENGLISH-SPEAKING WORLD

About 400 million persons on the earth speak English as a native language and perhaps 400 million more speak it as an acquired language, making it one of the world's major languages. It is the official language of the United States, Great Britain, Australia and New Zealand, and one of the official languages of Canada, Nigeria, and a few other countries. Because of its wide use, students in many foreign countries study it as a required language. In Russia, for example, young people **hoping** to **enter** career fields which will enable them to **travel widely** must take English.

The History of English

About 1500 years ago, the language that we now call English began to develop. Before this time, however, groups of people from other areas had brought their own languages into the area known as Great Britain. Because Great Britain is an **island**, its early history tells of many invasions from the sea by numerous peoples. Each group of people brought key words of their own which enriched the island's culture and overall language even up to **present** times.

The first of these early invaders, who at the time occupied so much of present-day Europe, were a **wandering** people known as the Indo-Europeans. Their presence in England is known because of *remnants* of their language, pottery, and the huge stoneworks which they were able to erect on the English plains.

The second major group, that came in about 600 B.C., were the Celts who, besides adding a few more words of their own to the English language, were **responsible** for the primary languages of the people who settled in Wales, Ireland, and Scotland. In addition, one group of Celts, called the Brythons, gave the word Britain to the island at a very early time.

In the year 55 B.C., the famous Roman leader Julius Caesar began to make raids on the island now known as England. It was not until 43 A.D., however, that another Roman, the Emperor Claudius, began the major invasion of the island. There he found the Celts and was able to conquer them even though they resisted. The Romans ruled for almost 400 years (from 43 A.D. to about 410 A.D.) and left a number of cultural items behind, including roads, towns, institutions, place names, and Latin words which had become part of the *evolving* English language.

When the Roman *legions* left because they were needed to defend Italy from invaders, the Latinized Celts were without any form of **protection**. Threatened by invading Scots and Picts from the north, they asked for *mercenary* troops to help them withstand these new invaders. These mercenaries came from three German or Teutonic tribes: the Angles, the Saxons, and the Jutes. In 449 A.D., under the leaders Hengst and Horsa, these troops came to help defend the Celts but instead conquered them, driving their remnants into the north and laying claim to the island for themselves. They even gave the land a new name, calling it Angle-land or England.

These new settlers spoke a Germanic language which eventually became the dominant language in the area, mixing with the language already in place but adding word endings and grammatical patterns as well as new words to it. It was through the mixing of these languages that the earliest form of the English language was created, a form known as Old English. This was the first of three phases or changes that the English language would go through before it became the language we all know as English today.

Old English was spoken from about 440 until 1100. In addition to the Germanic words added to the language, new Latin words were also added when the Anglo-Saxons were Christianized. There were also Danish words added, a result of a number of attempted invasions of England by the Danish people.

Once again invasion changed both the culture and the language of England when in 1066 England was invaded for the **final** time, this time by the Normans from northern France. Led by William of Normandy or "William the Conqueror," these invaders brought with them the Norman French language. Thereafter, French became the dominant language of England because it was the language of the royal court and ruling class. The common people, however, called the Anglo-Saxons, continued to speak English, but the Norman influence added many French words to the language as well as some of the French pronunciations. The change was dynamic, bringing about the phase of the language known as **Middle English**, which lasted to about 1500.

It was not until the English people, both Anglo-Saxons and Normans, were threatened by wars with France that they finally **united** as a people. When this happened, around 1362, their hybrid Celtic-Latin-Anglo-Saxon-Norman-French kind of English was acknowledged as the official language of the country.

The period of **Modern English** is from 1500 until the present. During this time, as part of the *Renaissance*, major languages like classical Latin and Greek became important in schools and more words from these languages were added to English.

As England began exploring new regions, increasing its colonial empire, new words were **borrowed** from other languages and cultures and added to the existing language. In this way, English continued its pattern of growth, reflecting in its various changes and additions both its **ancient** and its **modern** history.

English continues to grow today, representing in its changes everything from history to *technology*. Often new words added have Latin and Greek **roots**. For example, the word automobile came from the Greek word for "self" and the Latin word for "moving," *autos* and *mobile*. Astronaut is similarly created from *astro*, meaning "star," and *naut* meaning "sailor."

The United States itself is made up of people from many different countries and cultures, therefore American English spoken in the United States includes words and expressions that represent the many differing peoples and cultures that throughout its history have helped make America a nation.

Speakers of English live on all continents. The spread of English began in the 1600's when England explored areas outside of its **boundaries**. England first explored and then colonized many parts of the world, including parts of North America. It was in North America that the British colonies, which later became the United States, were founded. Similarly British influence spread to Canada and to many islands in the West Indies (these islands became British colonies).

England **claimed** and colonized the large country of India. In the 1800's, British colonies were formed in Australia and New Zealand. England also claimed and colonized many parts of the African continent, including what are now the countries of Nigeria, Ghana, Botswana, and Kenya.

These different areas of the world gained their independence from England at different times in history, but most of them kept English as one of their official languages. English, thus, was spread throughout many areas of the world and has been a significant language of **trade** and *diplomacy* throughout modern times.

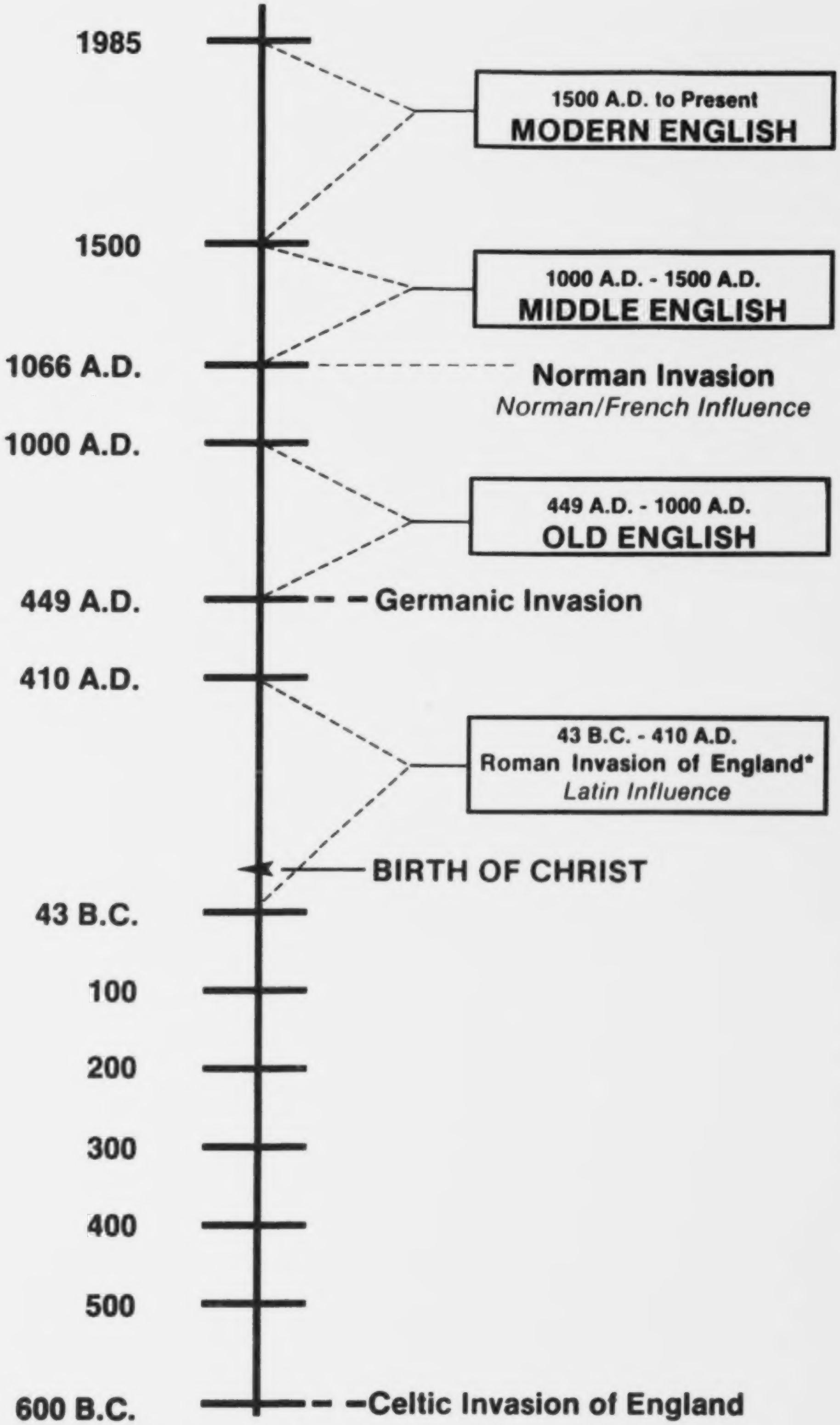
While the English language has had a large influence on many regions of the world, it is important to remember that the areas that were colonized by England also had their own languages and many words **blended** with English.

Four important ideas about the English language should be remembered:

1. Throughout its history, words from many different languages have entered the English language. These came from French, German, Danish, Latin, Greek, Spanish, American Indian and nearly every other language spoken by the people who have migrated to the U.S.A. or any other English-speaking country.
2. As people from England began to explore and colonize other regions, English spread to many parts of the world.
3. Because of the cultural, political, and economic importance of countries whose language it is, English has become a major world language, spoken by people of many different countries and cultures.
4. As English has become more significant as a diplomatic and economic language, it has also become the second language of choice to be learned in many countries.

THE ENGLISH-SPEAKING WORLD

Historical Timeline of the Development of the English Language


1985
1500 A.D. to Present
MODERN ENGLISH
1500
1000 A.D. - 1500 A.D.
MIDDLE ENGLISH
1066 A.D.
Norman Invasion
Norman/French Influence
1000 A.D.
449 A.D. - 1000 A.D.
OLD ENGLISH
449 A.D.
Germanic Invasion
410 A.D.
43 B.C. - 410 A.D.
Roman Invasion of England*
Latin Influence
BIRTH OF CHRIST
43 B.C.
100
200
300
400
500
600 B.C.
Celtic Invasion of England

* Also known as the **Roman Conquest**

THE ENGLISH-SPEAKING WORLD

AFRICA
Botswana
Gambia
Ghana
Lesotho
Liberia
Mauritius
Namibia
Nigeria
Sierra Leone
South Africa
Tanzania
Uganda
Zimbabwe

ASIA
Hong Kong
India
Pakistan

AUSTRALIA and OCEANIA
Australia
Fiji
New Zealand

CARIBBEAN ISLANDS
(In North American Continent)
Barbados
Bermuda
British Virgin Islands
Trinidad
West Indies

SOUTH AMERICA
Guyana
Falkland Islands

EUROPE
Ireland
England (Great Britain)
(Includes Scotland, Wales,
Northern Ireland)

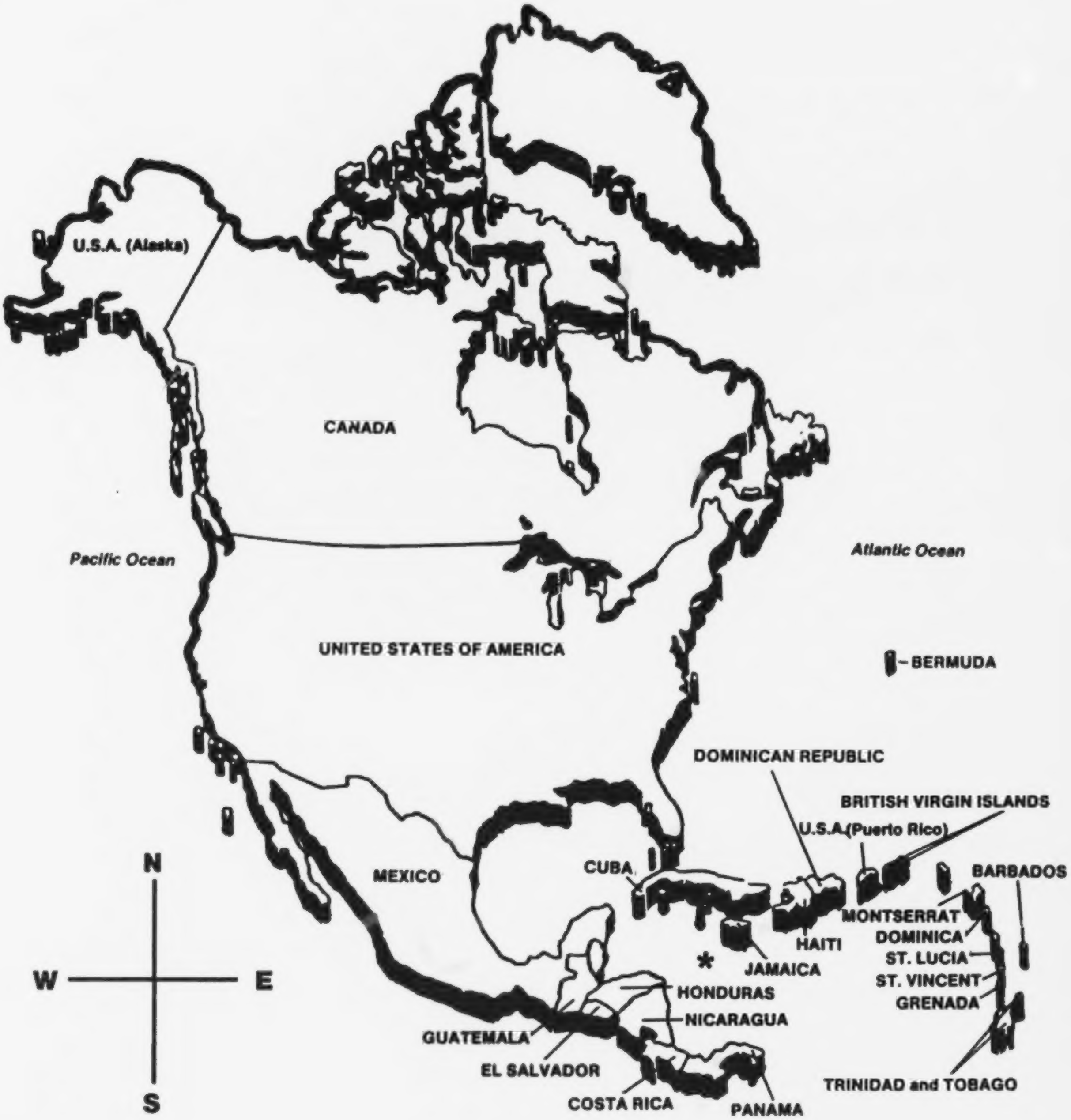
NORTH AMERICA
United States
Canada

CENTRAL AMERICA
Belize

NOTE: English is also a very important second language of many countries and several small islands in the world that are not listed here.

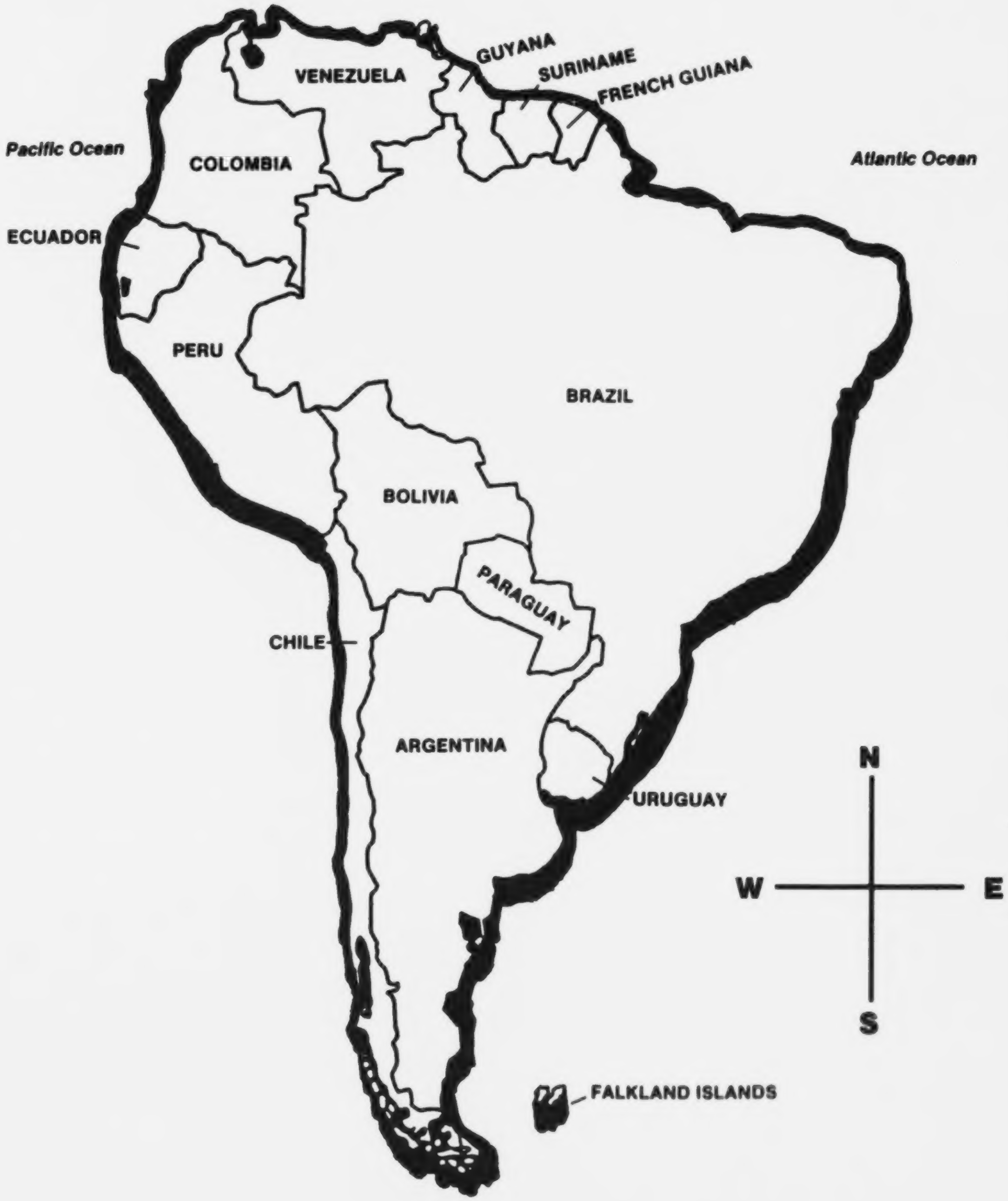
REFER TO THE MAPS ON THE FOLLOWING PAGES WHICH SHOW EACH MAJOR CONTINENT AND THE COUNTRIES THAT ARE ON THIS LIST.

NORTH AMERICA AND CENTRAL AMERICA


U.S.A. (Alaska)
CANADA
Pacific Ocean
Atlantic Ocean
UNITED STATES OF AMERICA
BERMUDA
DOMINICAN REPUBLIC
BRITISH VIRGIN ISLANDS
U.S.A.(Puerto Rico)
N
CUBA
MEXICO
BARBADOS
MONTSERRAT
DOMINICA
HAITI
*
JAMAICA
ST. LUCIA
W
E
HONDURAS
ST. VINCENT
GRENADA
NICARAGUA
GUATEMALA
EL SALVADOR
TRINIDAD and TOBAGO
S
COSTA RICA
PANAMA

* The Caribbean Sea where the Caribbean Islands are situated is an arm of the Atlantic Ocean bounded by the West Indies to the north and east, South America to the south, and Central America to the west.

SOUTH AMERICA


GUYANA
SURINAME
FRENCH GUIANA
VENEZUELA
Pacific Ocean
COLOMBIA
Atlantic Ocean
ECUADOR
PERU
BRAZIL
BOLIVIA
PARAGUAY
CHILE
ARGENTINA
URUGUAY
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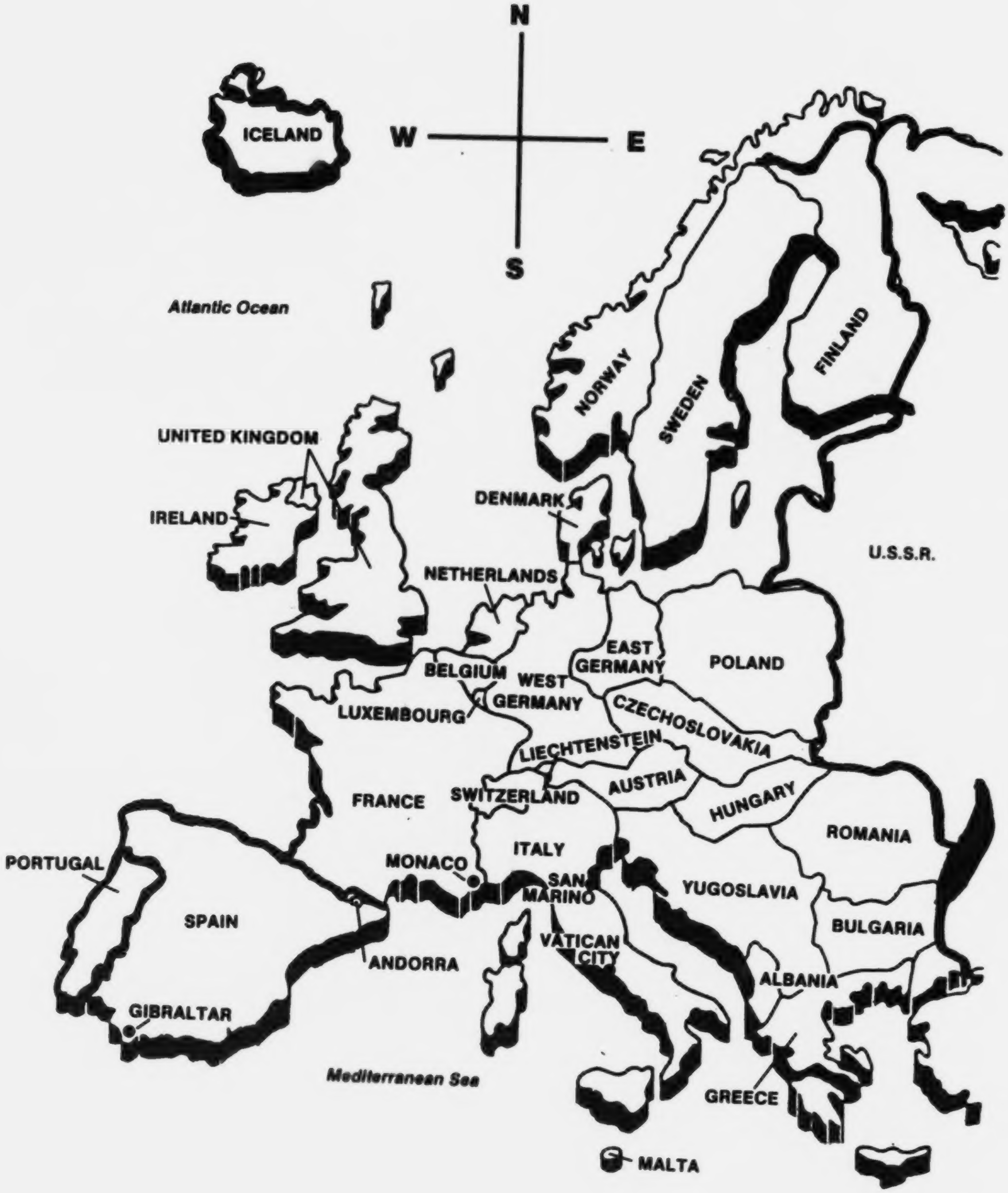
FALKLAND ISLANDS

EUROPE


N
W
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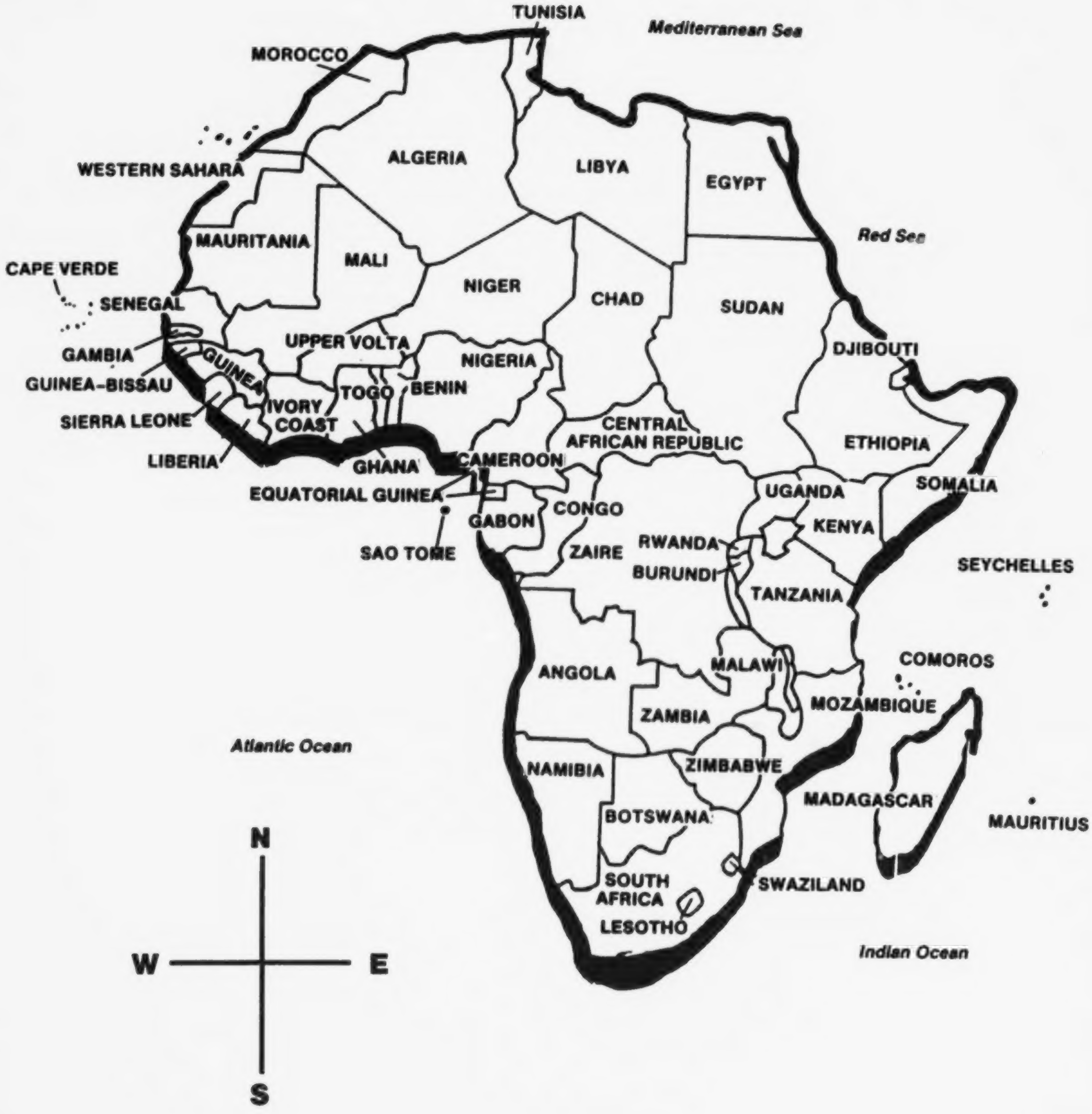
S
ICELAND
Atlantic Ocean
NORWAY
SWEDEN
FINLAND
UNITED KINGDOM
IRELAND
DENMARK
U.S.S.R.
NETHERLANDS
EAST GERMANY
POLAND
BELGIUM
WEST GERMANY
LUXEMBOURG
CZECHOSLOVAKIA
LIECHTENSTEIN
AUSTRIA
FRANCE
SWITZERLAND
HUNGARY
ROMANIA
ITALY
PORTUGAL
MONACO
SAN MARINO
YUGOSLAVIA
SPAIN
BULGARIA
VATICAN CITY
ANDORRA
ALBANIA
GIBRALTAR
Mediterranean Sea
GREECE
MALTA

AFRICA


TUNISIA
Mediterranean Sea
MOROCCO
ALGERIA
LIBYA
EGYPT
WESTERN SAHARA
MAURITANIA
MALI
Red Sea
CAPE VERDE
NIGER
CHAD
SUDAN
SENEGAL
UPPER VOLTA
NIGERIA
GAMBIA
GUINEA
DJIBOUTI
GUINEA-BISSAU
TOGO
BENIN
IVORY COAST
SIERRA LEONE
CENTRAL AFRICAN REPUBLIC
ETHIOPIA
LIBERIA
GHANA
CAMEROON
EQUATORIAL GUINEA
UGANDA
SOMALIA
GABON
CONGO
KENYA
SAO TOME
ZAIRE
RWANDA
BURUNDI
SEYCHELLES
TANZANIA
COMOROS
ANGOLA
MALAWI
MOZAMBIQUE
ZAMBIA
Atlantic Ocean
NAMIBIA
ZIMBABWE
MADAGASCAR
BOTSWANA
MAURITIUS
SOUTH AFRICA
SWAZILAND
LESOTHO
Indian Ocean
N
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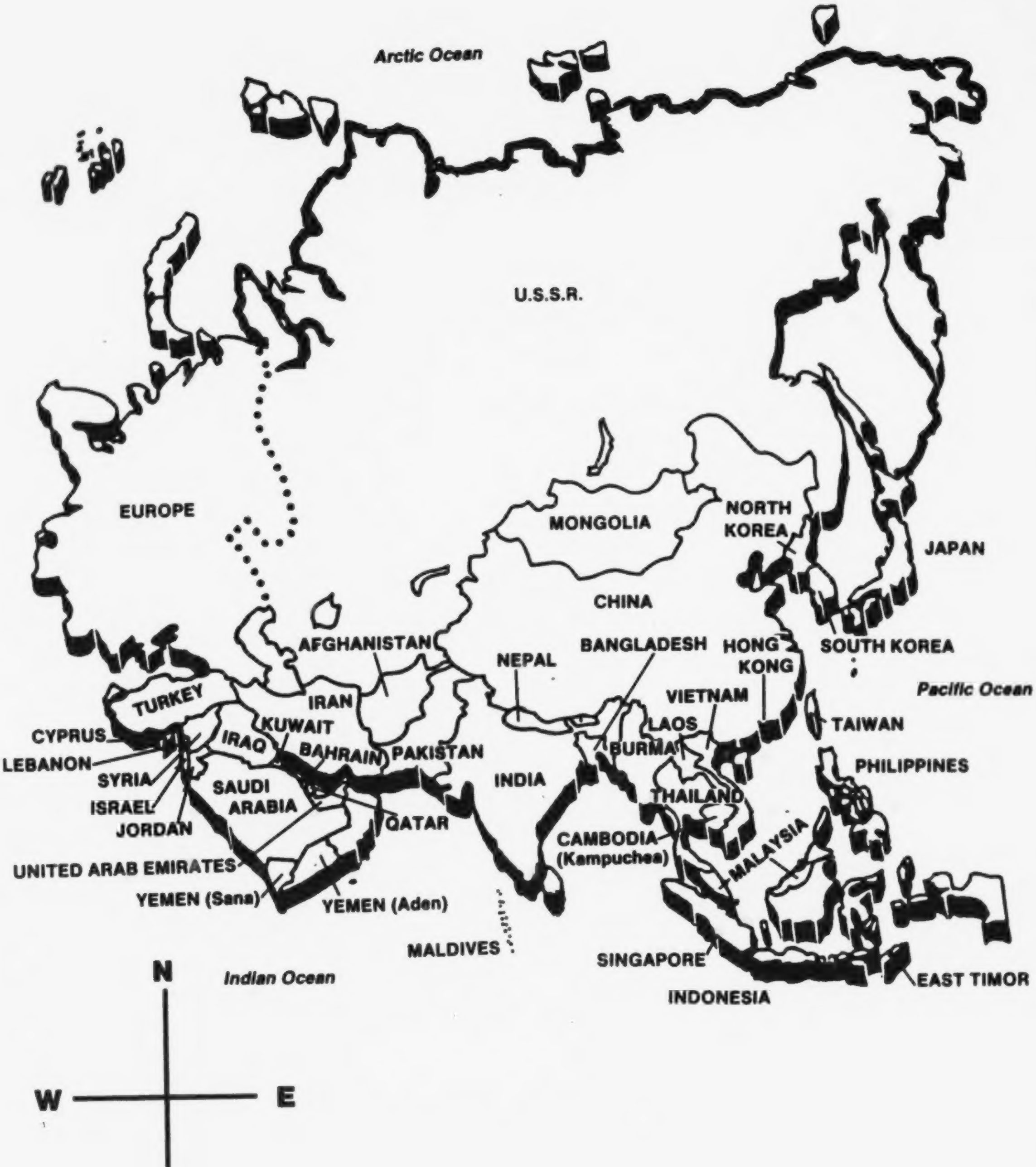
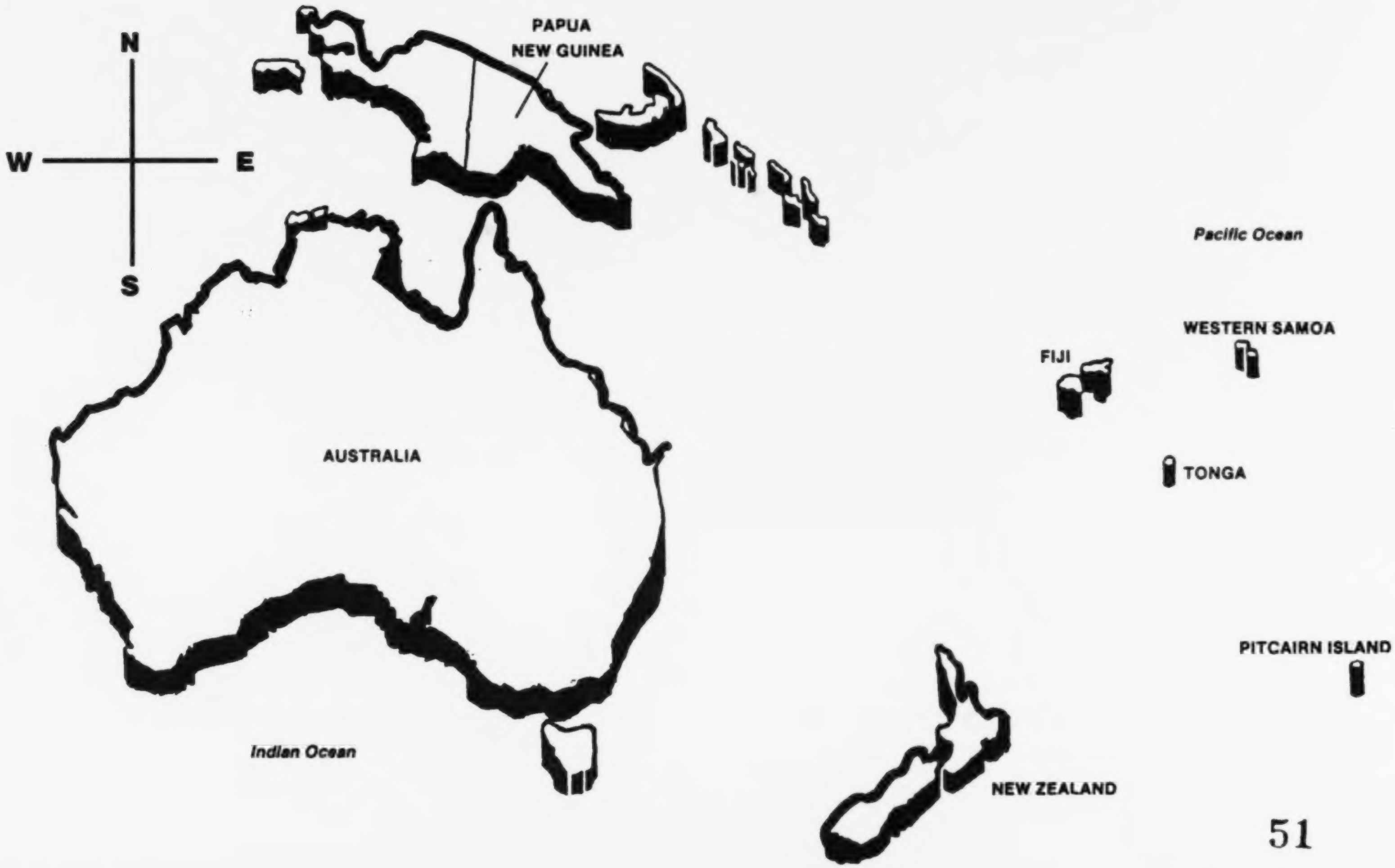
S

ASIA


Arctic Ocean
U.S.S.R.
EUROPE
MONGOLIA
NORTH KOREA
JAPAN
CHINA
TURKEY
AFGHANISTAN
NEPAL
BANGLADESH
HONG KONG
SOUTH KOREA
Pacific Ocean
IRAN
VIETNAM
CYPRUS
KUWAIT
IRAQ
LAOS
TAIWAN
LEBANON
BAHRAIN
PAKISTAN
BURMA
PHILIPPINES
SYRIA
SAUDI ARABIA
INDIA
THAILAND
ISRAEL
JORDAN
QATAR
CAMBODIA (Kampuchea)
MALAYSIA
UNITED ARAB EMIRATES
YEMEN (Sana)
YEMEN (Aden)
MALDIVES
SINGAPORE
EAST TIMOR
INDONESIA
Indian Ocean
N
W
E
S

AUSTRALIA and OCEANIA


N
W
E
S
PAPUA NEW GUINEA
Pacific Ocean
WESTERN SAMOA
FIJI
AUSTRALIA
TONGA
PITCAIRN ISLAND
Indian Ocean
NEW ZEALAND

THE ENGLISH-SPEAKING WORLD

EXERCISE #1: *MATCH UP*

DIRECTIONS: Match the six events below with the correct period of English, by placing an "**X**" under the correct period.

	Old English	**Middle English**	**Modern English**
1. Latin and Greek are taught in the schools.	______	______	______
2. Danish people invade.	______	______	______
3. French is the dominant language for many years.	______	______	______
4. As England explores the world, new words are added.	______	______	______
5. Christianity spreads and many Latin words are added.	______	______	______
6. People invade from northern France.	______	______	______

EXERCISE #2: *WHICH ORDER?*

DIRECTIONS: Put the events below in the order in which they happened. Place a "**1**" in front of the event that happened first and so on (1, 2, 3, 4...).

__________ English became the dominant language of England.

__________ Germanic people went to England.

__________ French became the official language of England.

__________ The Romans conquered England.

__________ English colonies were founded.

__________ England began to explore other parts of the world.

__________ Danish people invaded England.

THE ENGLISH-SPEAKING WORLD

EXERCISE #3: *WORDS ADDED TO ENGLISH*

DIRECTIONS: Many words from different languages have been added to English. Explain in your own words how words from these languages were added to English, in ancient times or in more recent years.

French: ____________________

____

____

____

German: ____________________

____

____

____

Danish: ____________________

____

____

____

Latin: ____________________

____

____

____

EXERCISE #4: *PERIODS OF ENGLISH*

DIRECTIONS: Write the correct years for these periods of English.

PERIOD	**YEARS**
Old English	________
Middle English	________
Modern English	________

THE ENGLISH-SPEAKING WORLD

EXERCISE #5: *MATCHING*

DIRECTIONS: In the left-hand column are some familiar English words. Try to match them with their language of origin, as given in the right-hand column. You are in for some surprises! Write the correct language in the space before the word in the left-hand column.

ENGLISH WORD	LANGUAGE OF ORIGIN
______ 1. cookie	American Indian
______ 2. dungarees	Arabic
______ 3. jeans	Czech
______ 4. caucus	Dutch
______ 5. alcohol	Eskimo
______ 6. boss	French
______ 7. kayak	German
______ 8. papoose	Greek
______ 9. senator	Hindi
______ 10. thermos	Hungarian
______ 11. swastika	Italian
______ 12. cozy	Latin
______ 13. orange	Norse
______ 14. kindergarten	Persian/Farsi
______ 15. robot	Sanskrit
______ 16. goulash	Scottish
______ 17. gear	
______ 18. dollar	
______ 19. garage	
______ 20. school	

THE ENGLISH-SPEAKING WORLD

CHAPTER REVIEW EXERCISES

MULTIPLE CHOICE
DIRECTIONS: Circle the correct answer from the four choices given.

1. English was first recognized as a language about ________.
   A. 500 years ago
   B. 1000 years ago
   C. 1500 years ago
   D. 2000 years ago

2. The language which had an influence on the development of English was ____________________.
   A. French
   B. Greek
   C. German
   D. All of the above

3. The settlers of "Angle-Land" spoke ____________________.
   A. English
   B. French
   C. German
   D. Spanish

4. All of the following were Germanic tribes that came to England **except** ____________.
   A. Angles
   B. Jutes
   C. Saxons
   D. Normans

5. Many French words were added to the English language during ____________.
   A. the period before Christianity
   B. the spread of Christianity in England
   C. the Middle English period
   D. the last ten years

TRUE OR FALSE
DIRECTIONS: Circle **T** (True) or **F** (False) after each statement.

6. Today's English language is a mixture of many cultural speech patterns. **T F**

7. The American English spoken in the United States includes words and expressions from many different languages and cultures. **T F**

8. When Julius Caesar invaded what is now England, the people he found there were called Angles. **T F**

9. Today, English is the official language of only England, the United States, and Canada. **T F**

10. English has been a major language of trade and diplomacy throughout modern times. **T F**

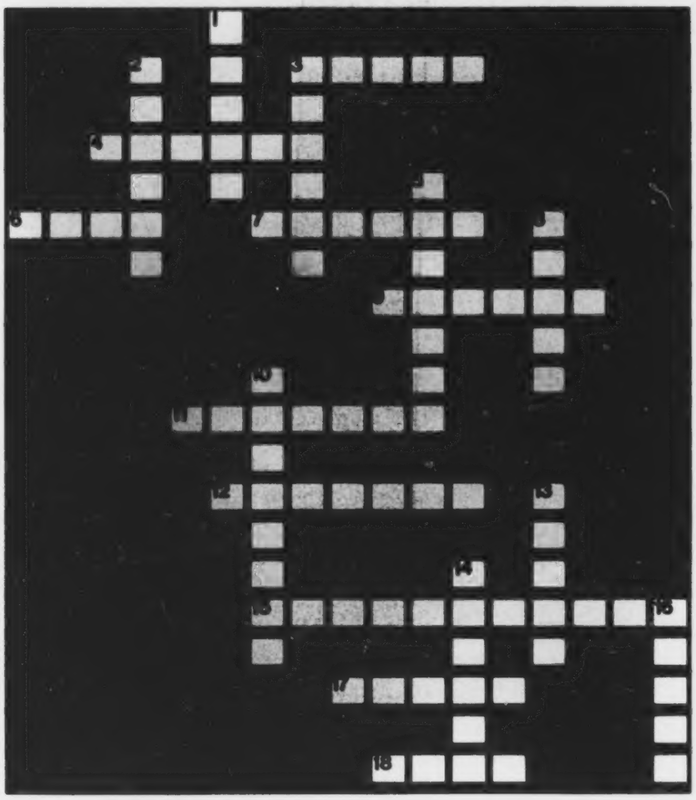
THE ENGLISH-SPEAKING WORLD

WORDS TO KNOW

1. **ancient** (a.)
2. **blend** (v.)
3. **borrow** (v.)
4. **boundary** (n.)
5. **claim** (v.)
6. **enter** (v.)
7. **final** (a.)
8. **hope** (n.)
9. **island** (n.)
10. **modern** (a.)
11. **present** (n.)
12. **protect** (v.)
13. **responsible** (a.)
14. **root** (n.)
15. **trade** (v.)
16. **travel** (v.)
17. **united** (a.)
18. **wander** (v.)
19. **wide** (a.)

n. = **NOUN** a. = **ADJECTIVE** v. = **VERB**

THE ENGLISH-SPEAKING WORLD



Across:

3. To mix.
4. To roam about from place to place.
6. A feeling of wanting something to happen; a wish.
7. Opposite of ancient or old.
9. Land surrounded by water.
11. To keep from harm or danger.
12. Very old.
15. Looking after the safekeeping of someone or something; in charge of.
17. The parts of a plant or tree that grow underground.
18. Opposite of narrow.

Down:

1. To barter; to exchange goods or services.
2. To take a trip; to make a journey; to go from place to place.
3. To take something which you intend to give back, like a loan.
5. Opposite of past; now, at this time.
8. The very last; coming at the end.
10. Anything marking a limit, as an area around a city, country, or object.
13. To demand or ask for something; to declare possession.
14. Together; not separated.
16. To go into or come into a place.

UNIT II: *Chapter Five*

THE ARABIC-SPEAKING WORLD

While the Arabic-speaking world is *diverse* with respect to the religions, history, and *customs* of its people, its identity stems from a commonly shared language, Arabic. Yet not everyone who speaks Arabic is technically considered an "Arab."

Arabic, like Hebrew, is a *Semitic* language. It can be **traced** back to the languages of such ancient peoples as the Phoenicians, Babylonians, and Assyrians. Arabic first began to influence the languages of the West in the eighth **century** A.D. when the Arabic-speaking Moors of North Africa invaded Spain.

The Arab world, which presently stretches from the Persian (Arabian) Gulf in the east to the Atlantic Coast of North Africa in the west, consists of 22 countries that share many **similarities** in their cultural heritage and whose populations primarily speak one language, Arabic. While the principal religion of the Arab world is Islam, within individual Arabic-speaking countries there are some religions which are to some degree *affiliated* with Christianity because of certain religious movements throughout history in this part of the world. Some of these are the Maronite, Melkite, Chaldean, Roman Catholic, and Eastern or Greek Orthodox **faiths**.

The Islamic religion has done much to further the spread of the Arabic language. Islam was established in Arabia by the Prophet Mohammed in about 600 A.D. Mohammed left no written account of his teachings. There is, however, a book called the Koran which **recorded** the word of God as **revealed** to Mohammed and is the Holy Book of Islam. By the time of Mohammed's death in 632 A.D., he had **converted** the **entire** Arabian peninsula to Islam. The Arabic language then spread farther as more people learned to read the Koran.

Next to the Latin alphabet, the Arabic alphabet is the second most widely used. The letter forms of Arabic date back to the time of ancient Phoenicia. Through the many years of change, the letter forms lost their original shapes and took on the sweeping curves of the Arabic we know today. These artistic curves can be seen on the walls of Moslem (Islamic) **temples** and palaces. The shapes and forms of Arabic *calligraphy* are regarded as a very beautiful kind of art.

Arabic-speaking populations are not limited to the Arab world. Large concentrations of Arabic-speaking communities are found in Europe, Africa, Asia, and in major cities of the United States, from coast to coast. While **exact** *statistics* are not known, it is estimated that approximately 1.5 to 2 million people of Arabic descent live in the United States today. About half of these individuals have become *assimilated* and are mainly third and fourth generation descendants of **immigrants** who came to the United States beginning in the late 1800's and continuing through 1948. The early arrivals into the United States from the Arab world, who were for the most part from Lebanon and Syria, were chiefly of the Christian faith, while the more recent Arabic-speaking immigrants embrace the Islamic faith. *

In more recent times, *emigration* from "trouble spots" in and around the Middle East to other parts of the world has greatly increased. Because of war, civil unrest, political turmoil, religious *persecution*, or economic *deprivation*, many groups and individuals from Arabic-speaking countries have sought homes in the more **stable** Middle-East countries, or in Europe, South America, and the United States. These people include students, professionals, laborers, **refugees**, and the **elderly**. Today, some states in America have large Arabic-speaking populations, among them California, Illinois, Indiana, Michigan, New Jersey, New York, and Ohio. These people who come from regions where Arabic is spoken trace their **ancestry** to homelands in Egypt, Syria, Yemen, Lebanon, Jordan, Iraq, Algeria, Morocco, Tunisia, and even a little known country, Djibouti, which is situated in the Gulf of Aden, between the Somali Republic and Ethiopia.

The geographic area that today comprises different regions of the Arab world was known as the "Cradle of Civilization," which helped to give rise to some of the rich world cultures we have now.

*It may also be a little known fact that 16% of the world's population adheres to the Islamic faith and includes some **non-Arab** people such as the Pakistanis, the Turks, some Africans, Malaysians, Indonesians, Albanians, some Yugoslavians, and Black Muslims.

This Arab cultural *dominance* reached its greatest height during the 600 years between 700 and 1300 A.D., and lasted until the Renaissance in Europe that occurred two hundred years later. During this dominance, the conquering Moslem armies of the Arab Empire carried their religion and **sacred** writings with them into China, Spain, and Morocco, spreading their influence over three continents.

Arab contributions to western civilization involved not only the **preservation** of ideas from Greek, Indian, and Persian cultures, but also original ideas that were developed in the fields of chemistry, mathematics, **medicine**, pharmacy, **astronomy**, and literature, especially poetry. Prior to the *adoption* of the Arab concept of the "zero," the West used the awkward Roman numeral system. *Innovations* in medicine included the discovery of contagious disease and inoculation against smallpox. The influence of Arab discoveries in the field of astronomy is still apparent in numerous Arabic terms, such as "nadir," "azimuth," and "zenith." Since Arabic had become the language of both Arabic and non-Arabic scholars during the period of the Arab Empire, many Arabic terms quickly entered European, Asian, and African languages.

THE ARABIC ALPHABET

alif ا	beh ب	teh ت	theh ث	jim ج	ha ح
kha خ	dal د	dhal ذ	ra ر	zin ز	sin س
shin ش	Sad ص	Dad ض	Ta ط	DHa ظ	ain ع
ghain غ	feh ف	qaf ق	kaf ك	lam ل	mim م
nun ن	heh ه	waw و	yeh ى		

The Arabic Alphabet
(read from right to left)

International Book Centre
P.O. Box 295
Troy, Michigan 48099 USA
Tel: (313) 879-8436

ENGLISH WORDS BORROWED FROM THE ARABIC LANGUAGE

admiral
alchemy
alcove
algebra
alkali
amber
almanac
apricot
arsenal
azure
borax
bedouin
caliber
camphor
carat
chemistry
cipher
dragoman
elixir
fakir
ghoul
harem
hashish
hegira
henna
jinni
kismet
lemon
lute
mattress
minaret
mosque
muezzin
mufti
nadir
salaam
saraband
sheik
sherbet
sugar
sultan
syrup
talisman
tambour
zenith

STUDENT: As an interesting homework project for extra credit, choose any 15 words from the list above and find their definitions in the dictionary. Write your list of 15 words with their definitions on the back of this page and have your teacher check it.

THE ARABIC-SPEAKING WORLD

AFRICA
Algeria
Egypt
Libya
Mauritania
Morocco
Sudan
Tunisia

ASIA
Bahrain
Djibouti
Iraq
Israel
Jordan
Kuwait
Lebanon
Oman
Qatar
Saudi Arabia
Syria
United Arab Emirates
North Yemen
South Yemen

NORTH AMERICA
United States: *
  California
  Illinois
  Indiana
  Michigan
  New Jersey
  New York
  Ohio

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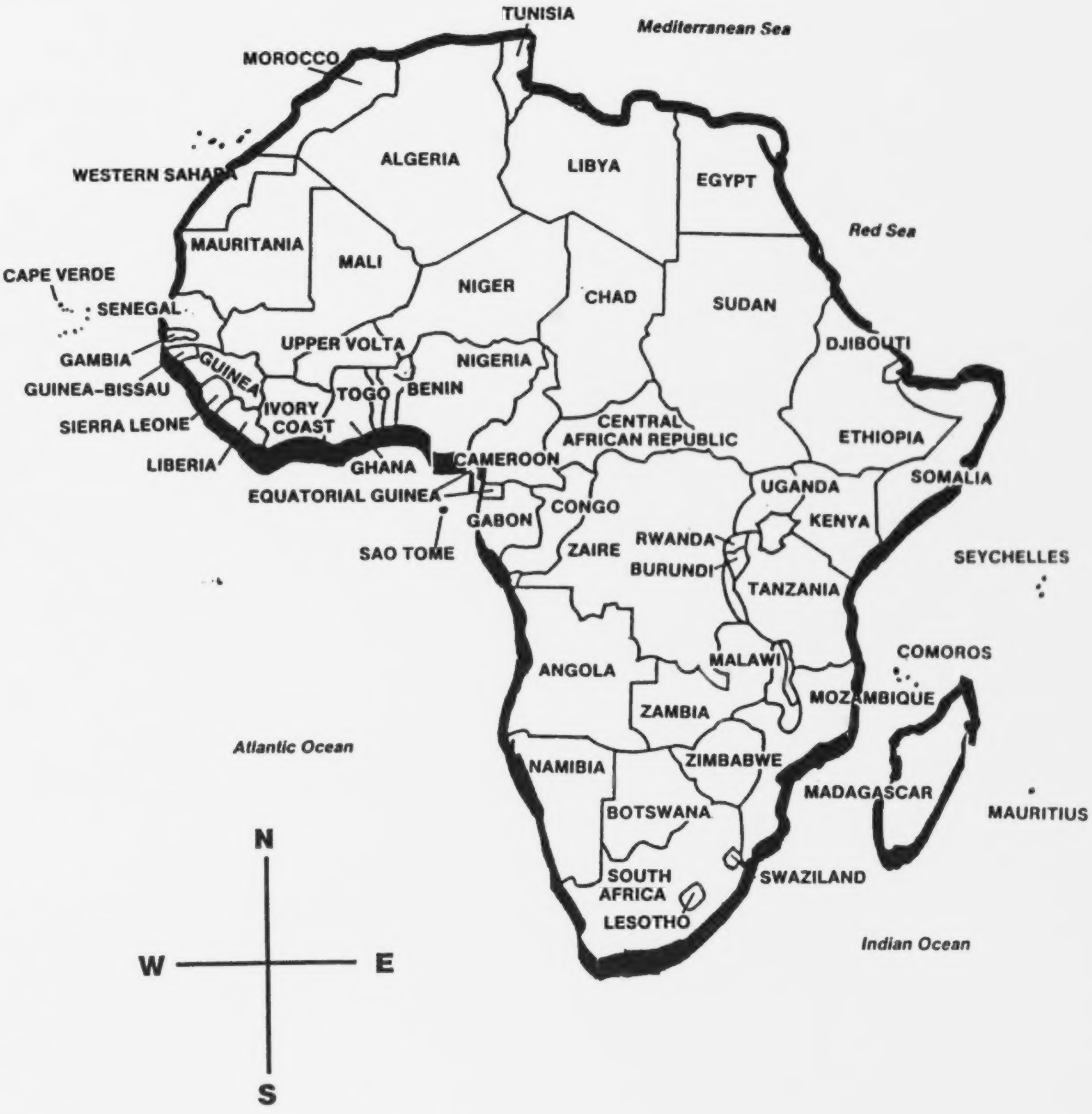
* There are urban areas in the United States that have large concentrations of Arabic-speaking people, but in comparison to those populations that speak English, these Arabic-speaking populations are small.

REFER TO THE MAPS ON THE FOLLOWING PAGES WHICH SHOW EACH MAJOR CONTINENT AND THE COUNTRIES THAT ARE ON THIS LIST.

AFRICA


TUNISIA
Mediterranean Sea
MOROCCO
WESTERN SAHARA
ALGERIA
LIBYA
EGYPT
MAURITANIA
Red Sea
MALI
CAPE VERDE
NIGER
CHAD
SUDAN
SENEGAL
UPPER VOLTA
DJIBOUTI
GAMBIA
GUINEA
NIGERIA
GUINEA-BISSAU
TOGO
BENIN
IVORY COAST
SIERRA LEONE
CENTRAL AFRICAN REPUBLIC
ETHIOPIA
LIBERIA
GHANA
CAMEROON
SOMALIA
UGANDA
EQUATORIAL GUINEA
CONGO
KENYA
GABON
RWANDA
SAO TOME
ZAIRE
SEYCHELLES
BURUNDI
TANZANIA
COMOROS
ANGOLA
MALAWI
MOZAMBIQUE
ZAMBIA
Atlantic Ocean
ZIMBABWE
NAMIBIA
MADAGASCAR
MAURITIUS
BOTSWANA
SOUTH AFRICA
SWAZILAND
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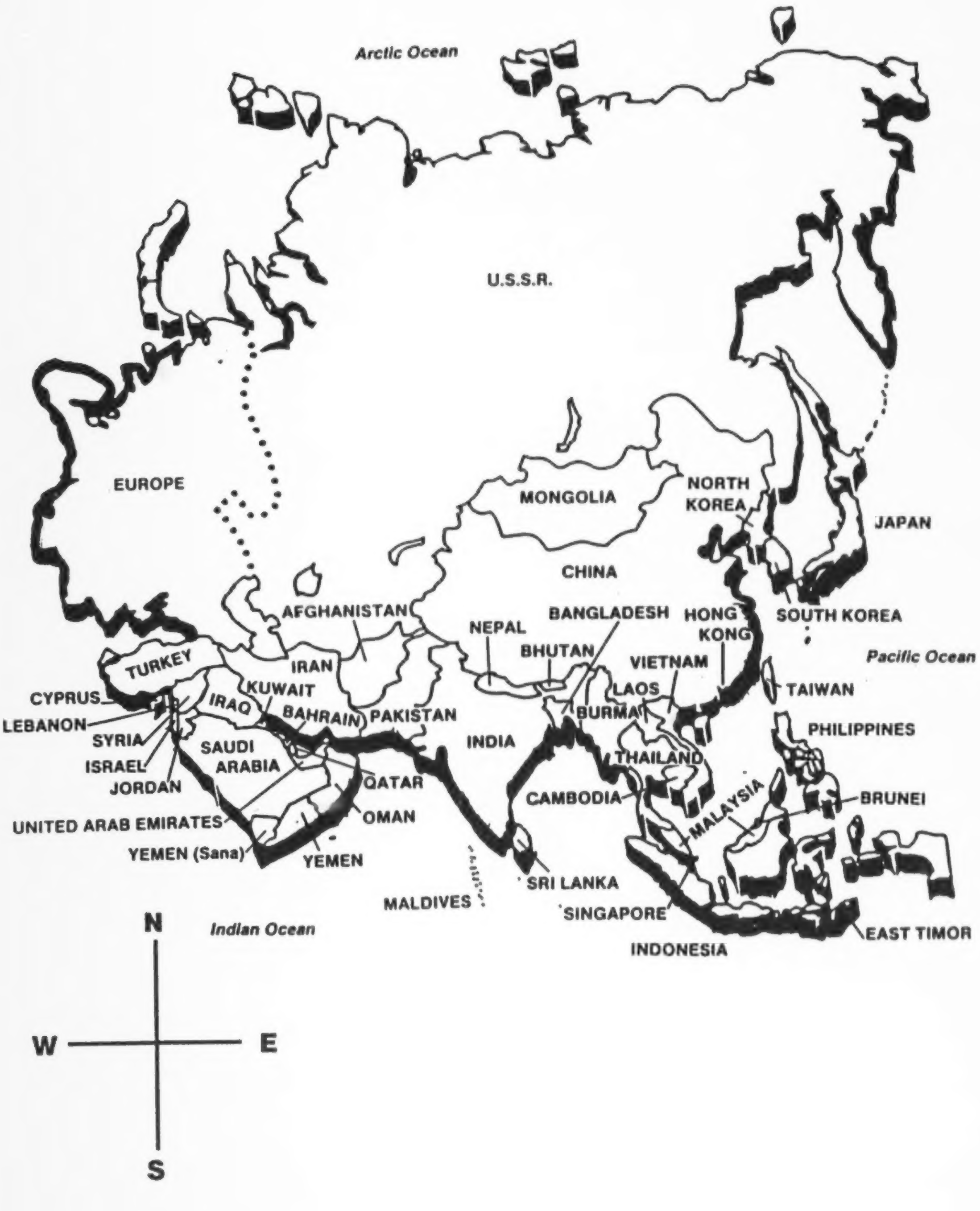
ASIA


Arctic Ocean
U.S.S.R.
EUROPE
MONGOLIA
NORTH KOREA
JAPAN
CHINA
AFGHANISTAN
NEPAL
BANGLADESH
HONG KONG
SOUTH KOREA
BHUTAN
VIETNAM
Pacific Ocean
TURKEY
IRAN
LAOS
TAIWAN
CYPRUS
KUWAIT
IRAQ
BAHRAIN
PAKISTAN
BURMA
LEBANON
SYRIA
INDIA
PHILIPPINES
SAUDI ARABIA
THAILAND
ISRAEL
JORDAN
QATAR
CAMBODIA
MALAYSIA
BRUNEI
UNITED ARAB EMIRATES
OMAN
YEMEN (Sana)
YEMEN
SRI LANKA
MALDIVES
SINGAPORE
Indian Ocean
INDONESIA
EAST TIMOR
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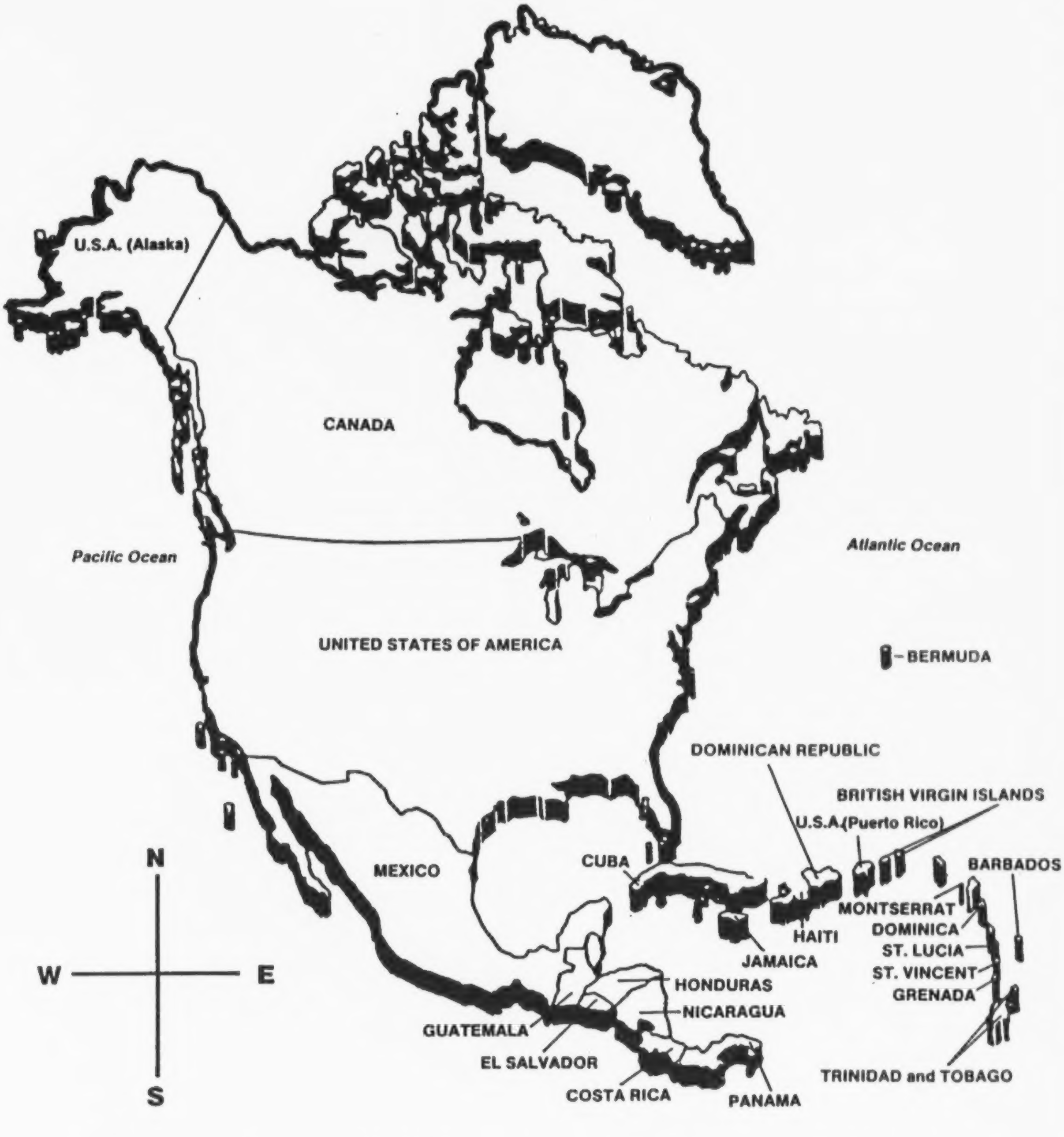
NORTH AMERICA AND CENTRAL AMERICA


U.S.A. (Alaska)
CANADA
Pacific Ocean
Atlantic Ocean
UNITED STATES OF AMERICA
BERMUDA
DOMINICAN REPUBLIC
BRITISH VIRGIN ISLANDS
U.S.A.(Puerto Rico)
N
MEXICO
CUBA
BARBADOS
MONTSERRAT
DOMINICA
HAITI
ST. LUCIA
JAMAICA
ST. VINCENT
W
E
HONDURAS
GRENADA
NICARAGUA
GUATEMALA
EL SALVADOR
TRINIDAD and TOBAGO
S
COSTA RICA
PANAMA

* The Caribbean Sea where the Caribbean Islands are situated is an arm of the Atlantic Ocean bounded by the West Indies to the north and east, South America to the south and Central America to the west.

THE ARABIC-SPEAKING WORLD

CHAPTER REVIEW EXERCISES

MULTIPLE CHOICE
DIRECTIONS: Circle the correct answer from the four choices given.

1. All of the following were Arab contributions to civilization **except** __________________.
   A. discoveries relating to contagious diseases
   B. discoveries relating to inoculation against smallpox
   C. pasteurization of milk
   D. discovery and invention of the number zero

2. In recent years, emigration of people from the Middle East to the United States has __________________
   A. increased
   B. decreased
   C. remained the same
   D. stopped

3. Two Semitic languages are __________________.
   A. Arabic and Hebrew
   B. Chinese and Russian
   C. German and English
   D. French and Spanish

4. The Arab world is made up of ______________ countries.
   A. 7
   B. 18
   C. 22
   D. 48

5. The Arabic language can be traced to such ancient peoples as the ______________.
   A. Greeks and Romans
   B. Angles and Jutes
   C. Phoenicians and Babylonians
   D. Celts and Danes

TRUE OR FALSE
DIRECTIONS: Circle **T** (True) or **F** (False) after each statement.

6. Arabic-speaking populations are found only in the Arab world. **T F**

7. The Arabic language spread into the western world when the Moors from North Africa conquered Spain. **T F**

8. The first wave of immigrants from Lebanon and Syria to the United States were chiefly of the Moslem faith. **T F**

9. Many Arabic terms are found in European, Asian, and African languages. **T F**

10. Today, Arabic-speaking populations in America are only found in rural towns. **T F**

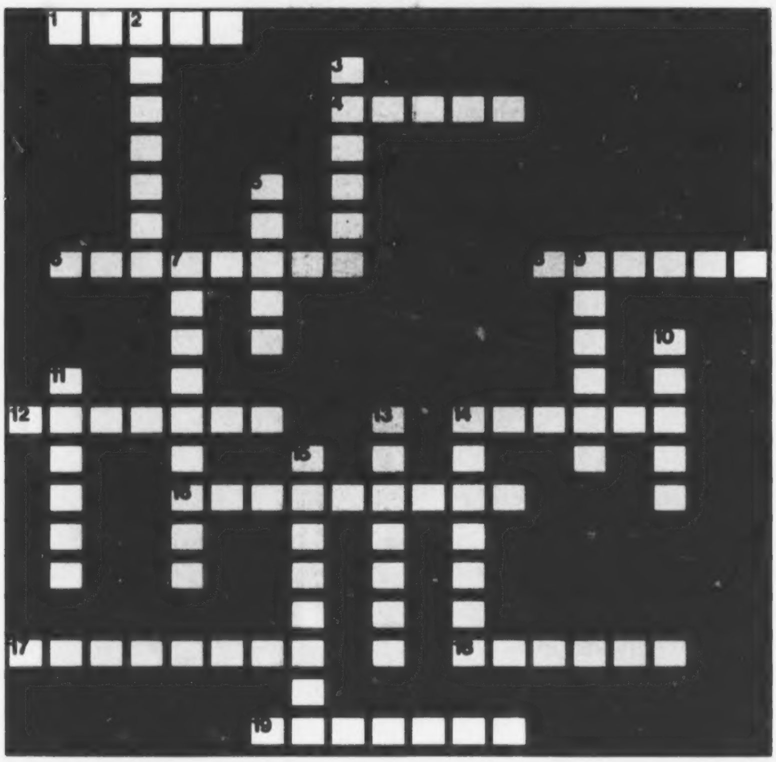
THE ARABIC-SPEAKING WORLD

WORDS TO KNOW

1. **ancestor** (n.)
2. **astronomy** (n.)
3. **awkward** (a.)
4. **century** (n.)
5. **convert** (v.)
6. **elder** (n.)
7. **entire** (a.)
8. **exact** (a.)
9. **faith** (n.)
10. **immigrant** (n.)
11. **medicine** (n.)
12. **preserve** (v.)
13. **record** (v.)
14. **refugee** (n.)
15. **reveal** (v.)
16. **sacred** (a.)
17. **similar** (a.)
18. **stable** (a.)
19. **temple** (n.)
20. **trace** (v.)

n. = **NOUN** a. = **ADJECTIVE** v. = **VERB**

THE ARABIC-SPEAKING WORLD



Across:

1. Precise; to the point; what is correct.
4. To follow the development or history; to draw or outline.
6. Something taken when one is ill (eaten, drunk, or put on skin).
8. To uncover; to show something that is hidden or secret.
12. A homeless person; someone who had to flee his country or home.
14. Holy, consecrated.
16. The study of the stars and the planetary system.
17. Your relative from long, long ago.
18. To copy sounds or images.
19. Exactly 100 years.

Down:

2. Clumsy, uncoordinated.
3. Opposite of shaky or unsteady.
5. A belief in something or someone.
7. What one is called who comes to a country other than his/her own.
9. Complete, all, whole.
10. What you call someone who is older than you; like a senior citizen.
11. A place or building where people worship.
13. Change something into something else; to transform.
14. Opposite of different.
15. To keep or maintain, as in culture or language.

UNIT II: *Chapter Six*

THE FRENCH-SPEAKING WORLD

French is a **universal** language. It is, of course, the language of France, but it is used as an **official** language in more than 25 other countries in the world. This means that governmental affairs are conducted in French, official laws and regulations are written in French, business is *transacted* in French, and schools use French as a language of instruction.

It is important to remember that the people in many of these countries may speak French as a second or third language. Their own mother tongue is a local language, and French is used to communicate with people who do not share the same mother tongue.

In Asia, French is spoken in Laos, Vietnam, and Cambodia. In Africa, French is an official language in over twenty countries. In fact, there are more people in Africa who speak French than there are in France itself. People in Latin America, Haiti, French Guiana, St. Martin, Guadaloupe, and Martinique also speak French. (Student: Refer to maps of French-speaking world to locate continents and countries.)

It is also interesting to note that in the United States, there are French-speaking communities in Maine and Louisiana. Of course, many Canadians speak French as the home language in their bilingual nation. French and English are the two official national languages of Canada. Governmental business is conducted in both languages. Newspapers, radio, and television programs, and commercial and cultural **events** use both languages. Switzerland uses three official languages, French, German, and Italian, which are spoken as home languages in various regions of the country.

Why do so many people in Africa and Asia speak French? During the nineteenth and early twentieth centuries, France became a colonial power in the world. This means that the French **occupied** and **ruled** countries of the world **far** from France itself. These countries sent many of their raw products (such as copper from Zaire and cocoa from the Ivory Coast) back to France for manufacturing into finished products. As the French governed these nations, they also established schools and businesses which used the

French language. By 1960, these nations had become **independent**, but they maintained French as their official and busines language because so many people spoke French.

People who can speak French well have an **advantage** in these countries because they have *access* to jobs and to educational **opportunities** not open to people whose French language ability is **weak** or non-existent. In some respects, the ability to speak a language other than one's native or home tongue is a **measure** of an individual's achievements and opportunities within the educational and economic systems of his or her country. For example, a young person in Senegal who has had the opportunity to learn French well has many advantages over a Senegalese student who has had less opportunity to learn French, even though the latter student may speak two or three local Senegalese languages.

French is used as a second language today in many areas of the world. It provides a mutually understood tongue for communication among people who do not speak the same local language. It serves as a *unifying* language in countries with many local languages. It provides ready access to trade and communication with the French-speaking world and, thereby, access to the international world of politics, economics, and culture.

The **examples** given here reflect the **positive** *impact* of multilingual persons and nations. Their positive *attributes* far out-weigh the problems multilingualism can sometimes pose, but there can be problems. For example, many of the former French colonies in Africa must overcome the psychological *dilemma* of using a foreign language as a national language. It is therefore difficult for many to **accept** the fact that the language of the colonizing power from another continent can best serve as a national language.

Another potential problem in mutilingual nations can be understood by looking at the French-speaking group who think Quebec should be a separate nation. They want to **withdraw** from Canada and form a French-speaking, independent nation in North America. They feel that the French-speaking **minority** in Canada has been **neglected** in favor of the English-speaking majority. This problem is important. It reflects the pride people have in their language and cultural identity. Multilingual nations must take care to acknowledge and meet the needs of all the people, regardless of their mother tongue.

One place where governments meet to resolve international problems is the United Nations. French is **among** the half-**dozen** official languages of the United Nations. If you visit the United Nations in New York City, you will be able to hear translations into French from every other language spoken by the delegates. Official documents published by the United Nations are written in French. Anyone working as a guide for tourists visiting the United Nations must speak French. Interpreters and translators who are experts in French are needed to serve the United Nations' delegates as they debate the major problems of the world. It would be a challenging and interesting career to become a *linguist* for the United Nations!

French has enriched our own language. Many French words are now used so commonly in English that they no longer seem foreign, for instance:

avalanche
avenue
ballet
buffet
bureau
cabaret
chassis
chic
coupon

detour
elite
entree
envoy
facade
lingerie
naive
rouge
vogue

The French have also incorporated English words into their everyday speech. If you go to France today, you will hear some French people say "le weekend" and "le cowboy," taken directly from English. Words from African languages are being *absorbed* into the French spoken in those former French colonies in Africa. All of these examples show how languages change, grow, and **adapt** as people of different cultures live and work together.

THE FRENCH-SPEAKING WORLD

AFRICA

Central African Republic
Chad
Congo
Guinea
Ivory Coast
Mali
Burundi
Senegal
Rwanda
Zaire

CARIBBEAN ISLANDS

Guadaloupe
Martinique
Haiti

EUROPE

Belgium
France
Monaco
Switzerland *

NORTH AMERICA

Canada: Quebec **
United States: Maine; Louisiana ***

SOUTH AMERICA

French Guiana

NOTE: French is also spoken in several other small countries and small islands of the world that are not listed here.

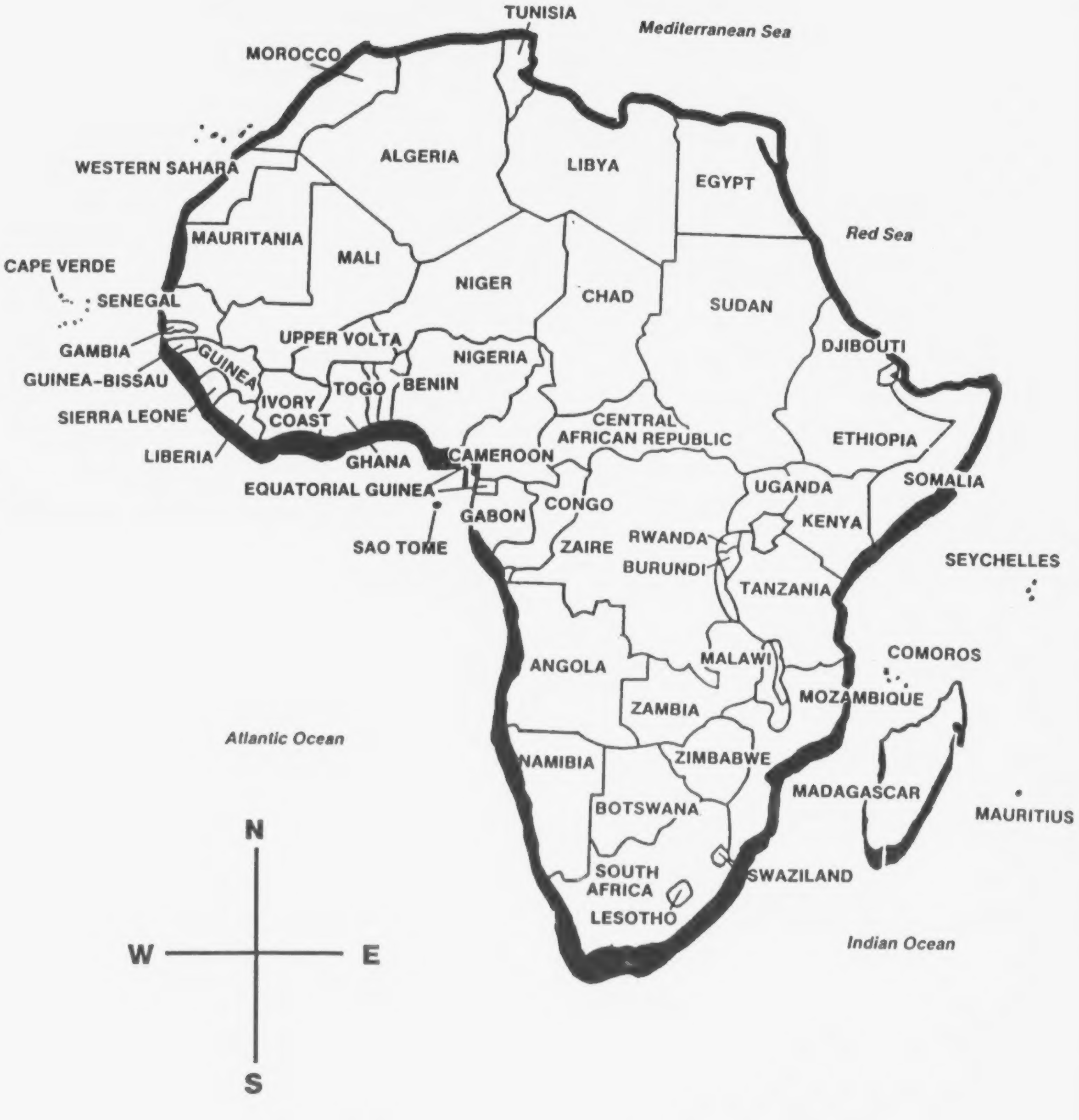
* French is one of the three official languages of Switzerland.

** Quebec is a bilingual province, whose population speaks both French and English.

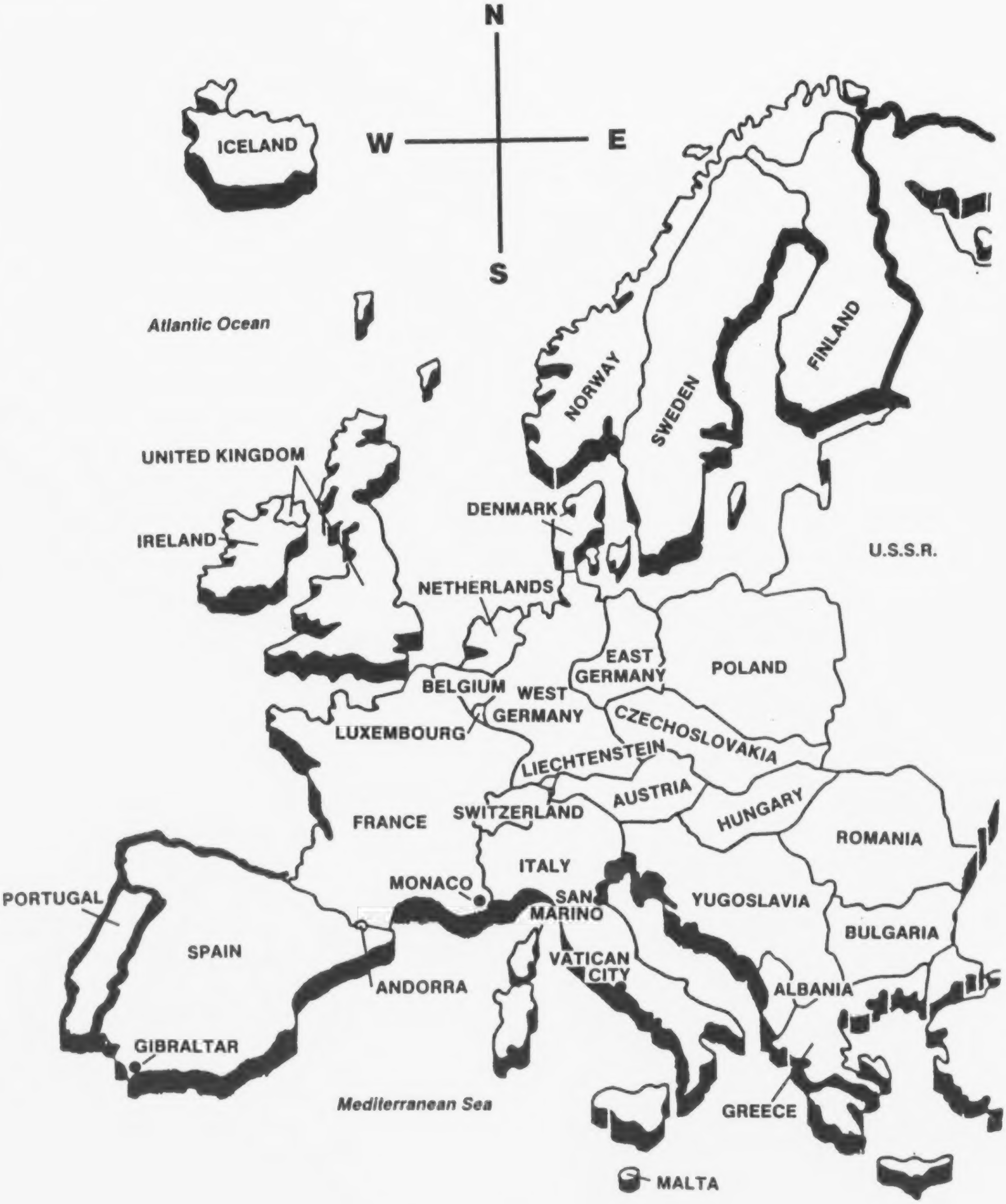
*** Some French-speaking people from Europe settled in Maine and Louisiana during the colonial period.

REFER TO THE MAPS ON THE FOLLOWING PAGES WHICH SHOW EACH MAJOR CONTINENT AND THE COUNTRIES THAT ARE ON THIS LIST.

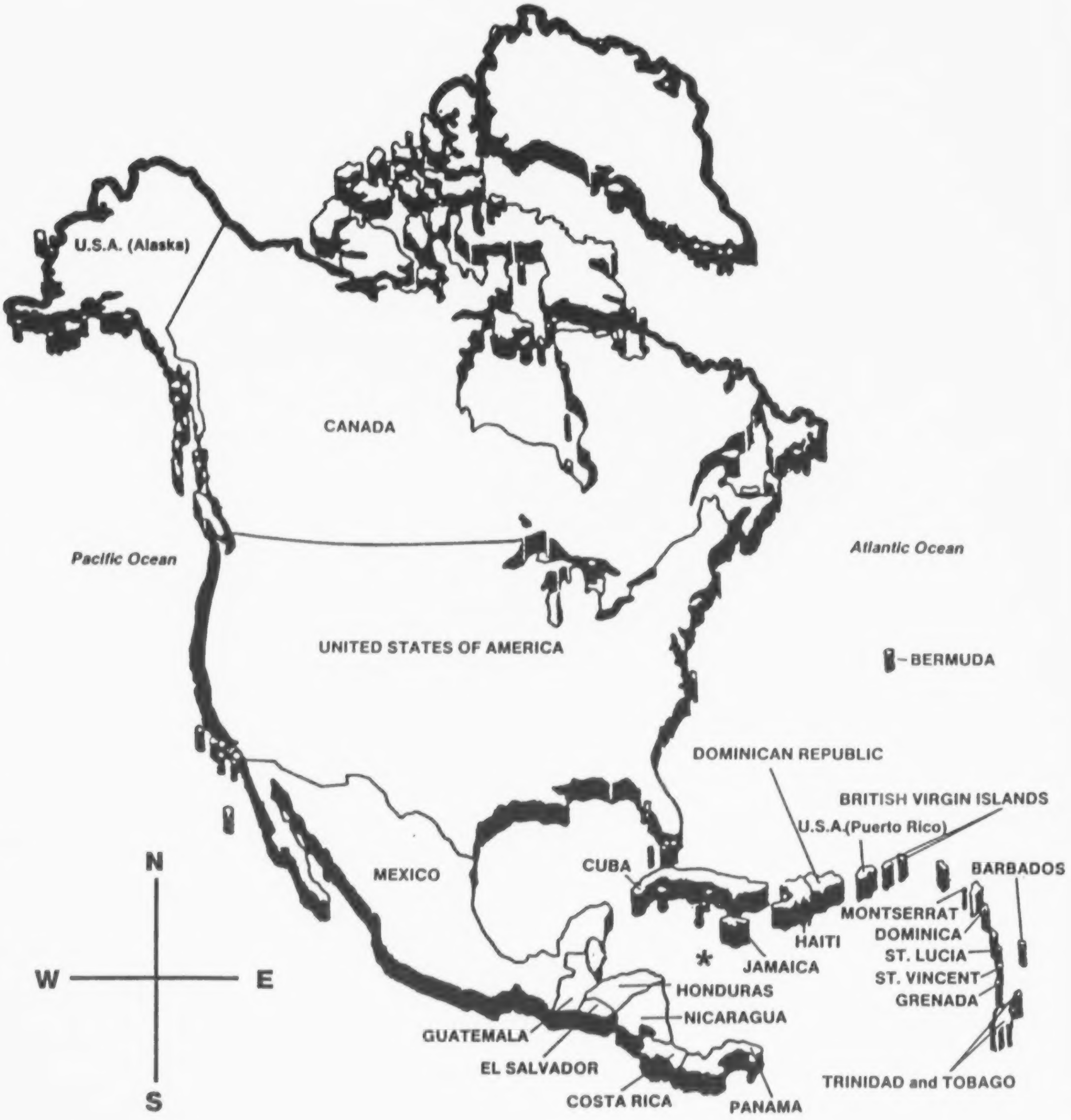
AFRICA


TUNISIA
Mediterranean Sea
MOROCCO
ALGERIA
LIBYA
EGYPT
WESTERN SAHARA
Red Sea
MAURITANIA
MALI
CAPE VERDE
NIGER
CHAD
SUDAN
SENEGAL
GAMBIA
UPPER VOLTA
NIGERIA
DJIBOUTI
GUINEA
GUINEA-BISSAU
TOGO
BENIN
IVORY COAST
SIERRA LEONE
CENTRAL AFRICAN REPUBLIC
ETHIOPIA
LIBERIA
GHANA
CAMEROON
SOMALIA
EQUATORIAL GUINEA
UGANDA
CONGO
KENYA
GABON
SAO TOME
ZAIRE
RWANDA
BURUNDI
SEYCHELLES
TANZANIA
COMOROS
MALAWI
ANGOLA
MOZAMBIQUE
ZAMBIA
Atlantic Ocean
ZIMBABWE
NAMIBIA
MADAGASCAR
MAURITIUS
BOTSWANA
N
SOUTH AFRICA
SWAZILAND
LESOTHO
W
E
Indian Ocean
S

EUROPE

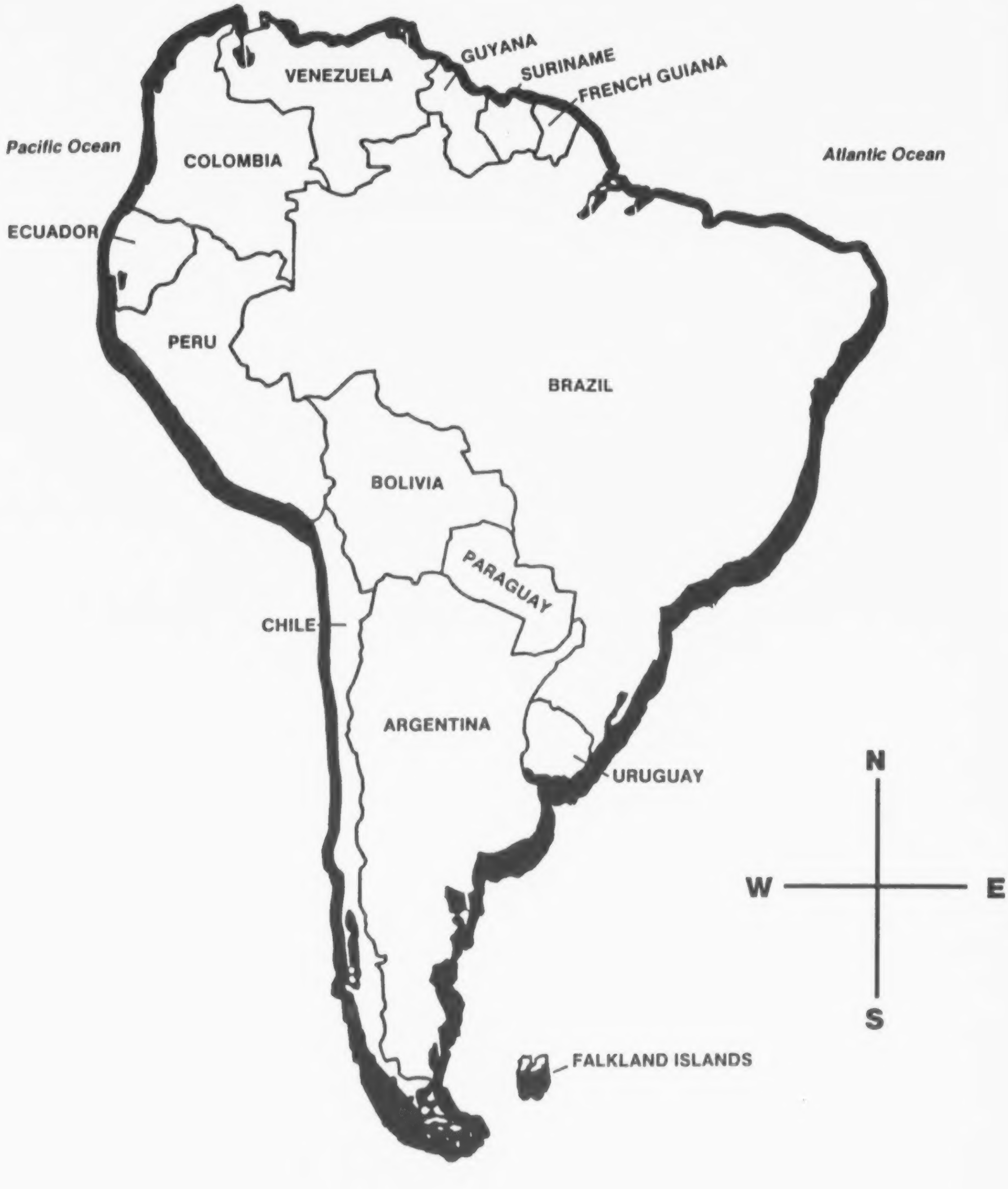

N
W
E
S
ICELAND
Atlantic Ocean
NORWAY
SWEDEN
FINLAND
UNITED KINGDOM
DENMARK
IRELAND
U.S.S.R.
NETHERLANDS
EAST GERMANY
POLAND
BELGIUM
WEST GERMANY
LUXEMBOURG
CZECHOSLOVAKIA
LIECHTENSTEIN
AUSTRIA
FRANCE
SWITZERLAND
HUNGARY
ROMANIA
ITALY
MONACO
PORTUGAL
SAN MARINO
YUGOSLAVIA
BULGARIA
SPAIN
VATICAN CITY
ANDORRA
ALBANIA
GIBRALTAR
Mediterranean Sea
GREECE
MALTA

NORTH AMERICA AND CENTRAL AMERICA


U.S.A. (Alaska)
CANADA
Pacific Ocean
Atlantic Ocean
UNITED STATES OF AMERICA
BERMUDA
DOMINICAN REPUBLIC
BRITISH VIRGIN ISLANDS
U.S.A.(Puerto Rico)
BARBADOS
CUBA
MEXICO
N
W
E
S
MONTSERRAT
DOMINICA
ST. LUCIA
ST. VINCENT
GRENADA
HAITI
*
JAMAICA
HONDURAS
NICARAGUA
GUATEMALA
EL SALVADOR
COSTA RICA
PANAMA
TRINIDAD and TOBAGO

* The Caribbean Sea where the Caribbean Islands are situated is an arm of the Atlantic Ocean bounded by the West Indies to the north and east, South America to the south and Central America to the west.

SOUTH AMERICA



GUYANA
SURINAME
FRENCH GUIANA
VENEZUELA
Pacific Ocean
COLOMBIA
Atlantic Ocean
ECUADOR
PERU
BRAZIL
BOLIVIA
PARAGUAY
CHILE
ARGENTINA
URUGUAY
N
W
E
S
FALKLAND ISLANDS

THE FRENCH-SPEAKING WORLD

CHAPTER REVIEW EXERCISES

MULTIPLE CHOICE
DIRECTIONS: Circle the correct answer from the four choices given.

1. Out of the following English words, ______________________ comes from French.
   A. alchemy
   B. siesta
   C. blitz
   D. facade

2. Canada's two official languages are ______________.
   A. French and Spanish
   B. French and English
   C. German and English
   D. French and Spanish

3. Many people in Africa and Asia speak French because
   A. they are churchgoers
   B. they were once ruled by France
   C. they have no other language
   D. they lost their native language

4. French, German, and Italian are spoken as national languages in ______________.
   A. Vietnam
   B. Switzerland
   C. Holland
   D. Kenya

5. French is spoken in all of the following Asian countries **except** ______________________.
   A. Cambodia
   B. Vietnam
   C. Japan
   D. Laos

TRUE OR FALSE
DIRECTIONS: Circle **T** (True) or **F** (False) after each statement.

6. Official documents published by the United Nations are in French. **T F**

7. There are more people in China who speak French than there are in France itself. **T F**

8. In Africa, French is the official language in over ten countries. **T F**

9. Guides at the United Nations in New York City must speak French. **T F**

10. Some people in the Province of Quebec would like to withdraw from Canada and form an independent, French-speaking nation in North America. **T F**

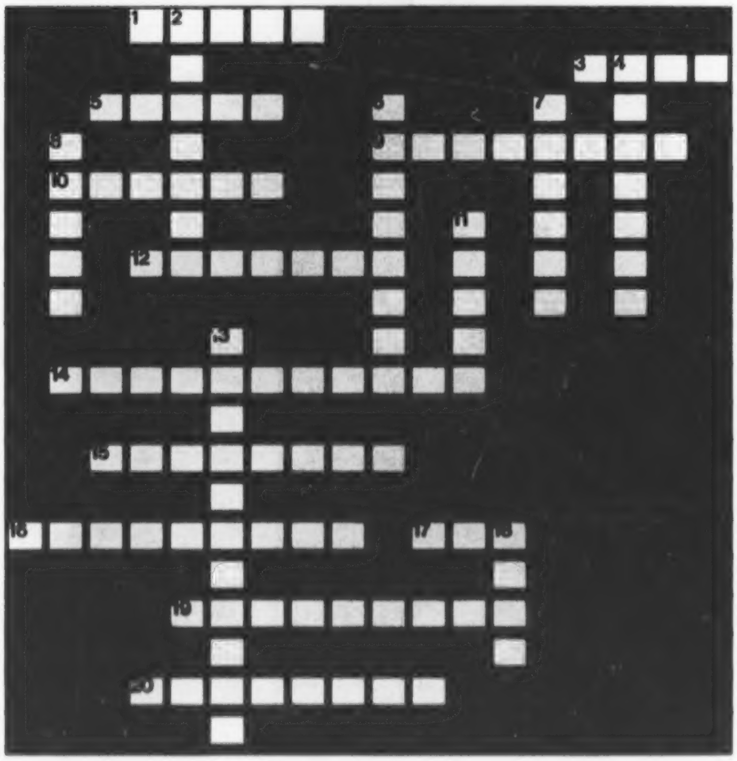
THE FRENCH-SPEAKING WORLD

WORDS TO KNOW

1. **accept** (v.)
2. **adapt** (v.)
3. **advantage** (n.)
4. **among** (p.)
5. **dozen** (a.)
6. **event** (n.)
7. **example** (n.)
8. **far** (a.)
9. **independent** (a.)
10. **measure** (v.)
11. **minority** (n.)
12. **neglect** (v.)
13. **occupy** (v.)
14. **official** (a.)
15. **opportunity** (n.)
16. **positive** (a.)
17. **rule** (n.)
18. **universal** (a.)
19. **weak** (a.)
20. **withdraw** (v.)

n. = **NOUN** a. = **ADJECTIVE** v. = **VERB** p. = **PREPOSITION**

THE FRENCH-SPEAKING WORLD



Across:

1. With others; in the midst of.
3. Opposite of strong; not able to do well.
5. To adjust or change, usually for the better.
9. Authorized, genuine.
10. To inhabit, to live in.
12. To be careless about looking after something.
14. On one's own; not wanting assistance or authority.
15. A lesser number or amount; less than half.
16. Something positive or of benefit.
17. Opposite of near.
19. Worldwide, known everywhere.
20. To get out of; to leave.

Down:

2. To take the dimensions of something; to find out the size of something.
4. A model; a sample.
6. Opposite of negative.
7. To agree to receive something; to say "yes."
8. Exactly 12 (twelve).
11. A happening; occurrence.
13. A good chance to do something.
18. A law or regulation.

THE SPANISH-SPEAKING WORLD

DID YOU KNOW THAT...

- Saint Augustine, Florida, the oldest permanent city of European origin in the United States, was founded in 1565.
- Spanish explorers brought horses, cattle, and other animals to the new world.
- The first cowboys in the United States were Spaniards and Mexicans.
- San Francisco, El Paso, Sante Fe, and Los Angeles are Spanish names.
- Mexico is the only Spanish-speaking country sharing a common border with the United States.
- Spanish is the official language in nine of the ten countries in South America.
- Mexico City is the largest Spanish-speaking city in the world, with a population of over 11 million.
- Buenos Aires, Argentina, is second with about 9 million; and Madrid, Spain, is third with about 3.5 million.
- More Puerto Ricans live in New York City than in San Juan, the capital of Puerto Rico.
- 14% of Chicago's total population is Hispanic.
- Ecuador is the largest producer of bananas in the world; bananas were brought to the new world by the Spaniards.

UNIT II: *Chapter Seven*

THE SPANISH-SPEAKING WORLD

Many people assume that any Spanish-speaking person is Spanish, regardless of his or her country of **origin**. Actually, only people who come from Spain are Spanish. The Spanish-speaking people who come from Peru, for instance, are Peruvians and the Spanish-speaking people who come from Mexico are Mexicans. All speak Spanish, but not all are Spanish. The word **Hispanic**, on the other hand, refers to any person whose native language is Spanish or to anything characteristic of the people or cultures of the Spanish-speaking world.

The Hispanic world consists of Spain, the 19 Spanish-speaking countries of the Western Hemisphere, and Hispanic communities of the United States and elsewhere. There are some 260 million people around the world who **share** Spanish as a common native language and have many Hispanic cultural similarities.

Keep in mind, too, that the Spanish language differs slightly from one Hispanic country to another. Just as there are differences in English as it is spoken in the United States and in England, there are differences in pronunciation and **vocabulary** in Spanish as it is spoken around the world. Hispanics of different countries generally have no difficulty in understanding one another despite these regional variations.

The Hispanic world in the Western Hemisphere represents a **true** mixture of races and ethnic groups from all over the world. For example, a great many Africans were brought to Spain's American colonies as slaves. Most were brought to such **former** Caribbean colonies as Cuba, Puerto Rico, and the Dominican Republic. The *descendants* of those people continue to live in these areas and have made great **contributions** to the overall culture. Mexico is one of the few countries in the world where the black **population** has been almost completely assimilated into the general population of the country.

A great number of Italians and peoples from northern Europe, especially from Germany, have **settled** in the Hispanic countries of Argentina and Uruguay. The western part of South America, in countries like Peru, is the home of many descendants of Japanese and Chinese settlers. In addition, there have been many settlers from the Middle East who have immigrated to countries of the Hispanic world to begin a new life.

All of these people from so many parts of the world speak Spanish; they are Hispanic and have **enriched** Hispanic culture with **traditions** of their own. Along with the earlier Spanish immigrants, they have assimilated to a large degree with the original Native American population of the Western Hemisphere. The Hispanic culture is, therefore, full of variety and is held together by a common language.

Hispanic Americans

Of the 260 million Hispanic people around the world, as many as 15 million are living in the United States. Hispanic Americans now make up 6.4% of the **total** United States' population and are the fastest growing minority group in our country. *Predictions* are that within the next 15 years, the Hispanic population will reach 30 million, more than double its present number.

Hispanic American communities are found in nearly all parts of the United States, with most Hispanics living in the following areas:

The Southwest: Some Hispanic **residents** of California, Texas, and other southwestern states are descendants of the Spanish settlers who lived in those areas when they were still part of Mexico. Many more thousands of Mexicans came to the United States looking for **jobs** and eventually settled permanently in California and other southwestern states. The Mexican Americans are the most established and largest group of Hispanics in the U.S.A. Often called "Chicanos," they account for **approximately** 1.6 million of the people living in Los Angeles today and 2.5 million of the residents of the state of Texas.

Florida: The overwhelming majority of Hispanics in Florida are the Cubans who came to the United States in the early 1960's. Cubans represent 30% of Miami's population and have had a considerable impact on the city. There are many Spanish language newspapers and **television** stations, and Spanish has become the second official language for **election** ballots, public signs, and local directories. Many of these Cubans were professional and middle class people who fled their country rather than live under the new Cuban government.

New York: With an Hispanic population of nearly two million people (13 percent of the total Spanish-speaking population in the United States), New York City is one of the major Spanish-speaking cities in the world. Most Spanish-speaking New Yorkers are Puerto Ricans who, as United States citizens, are not **restricted** by immigration *quotas*.

Though the majority of Hispanics living in the United States are of Mexican, Cuban, or Puerto Rican origin, there are also large numbers of immigrants from Spain, the Dominican Republic, and other countries of Central and South America.

The Spanish Language

Spanish has been maintained in a much more unified or conservative way than other languages, such as English, which has undergone many, many changes over the years. Spelling and grammar rules, for example, are *regulated* by the Royal Spanish Academy of the Language in Madrid. Unlike English words which may be spelled differently in different countries (for instance, the word spelled *c-o-l-o-r* in the United States is spelled *c-o-l-o-u-r* in England), Spanish words are spelled the same throughout the Hispanic world. The Royal Academy has, through the years, welcomed some new words into the language, making it a true example of the great variety that exists within the Hispanic culture.

The Spanish language has been influenced by many cultures. Latin is the *foundation* of the Spanish language. Arab civilization and, to a lesser degree, Greek civilization have also influenced the language of Spain and Hispanic America. Spanish words of Greek origin include *drama, poema,* and *sistema*. *Algebra, azul*, and the **-ez** ("son of") suffix of surnames such as *Martinez* (son of Martin) are a few examples of the many Spanish words of Arabic origin. The native Indian cultures of South America contributed many words to the Spanish language as it developed. *Tapioca, chocolate, tomato, condor,* and *alpaca* are some examples.

The language of English-speaking America has been enriched by words of Spanish or Mexican Indian origin found in our everyday vocabulary. How many of us know that these are originally Spanish words: patio, vista, canyon, poncho, cargo, guitar, mosquito, barbeque, rodeo, ranch, and lasso?

Today Hispanic-Americans are **introducing** many English words into the Spanish language. Such words as *parquear* (to park a car) and *lonche* (lunch) are common through much of the Hispanic world, thanks to Hispanic-Americans.

THE SPANISH-SPEAKING WORLD

CARIBBEAN ISLANDS
Cuba
Dominican Republic
Puerto Rico

CENTRAL AMERICA
Costa Rica
El Salvador
Guatemala
Honduras
Nicaragua
Panama

EUROPE
Spain

NORTH AMERICA
Mexico
United States: *
    Arizona
    California
    Florida
    New Mexico
    New York
    Texas

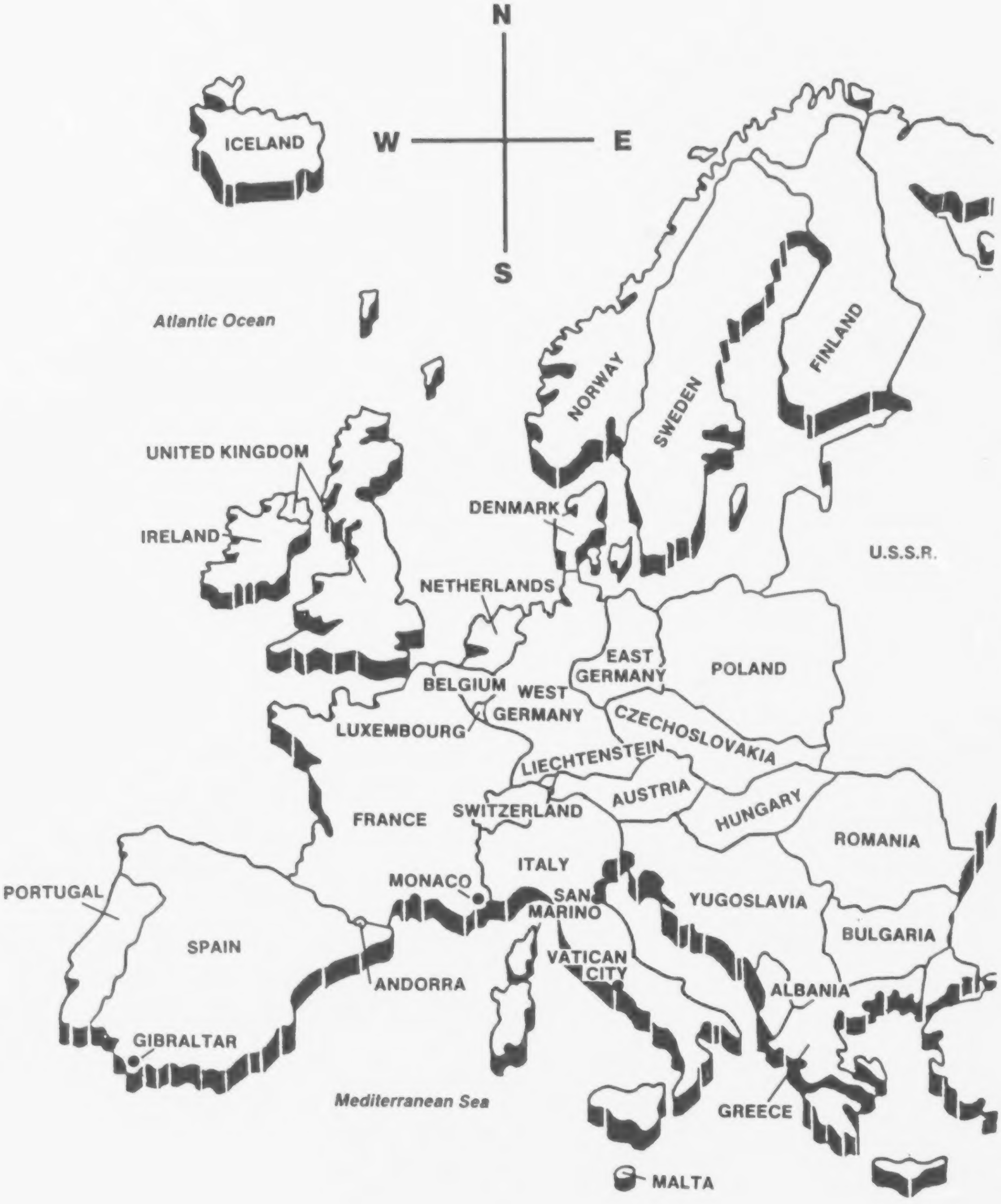
SOUTH AMERICA
Argentina
Bolivia
Chile
Colombia
Ecuador
Paraguay
Peru
Uruguay
Venezuela

NOTE: While Brazil is in South America, the **official** language of this country is Portuguese.

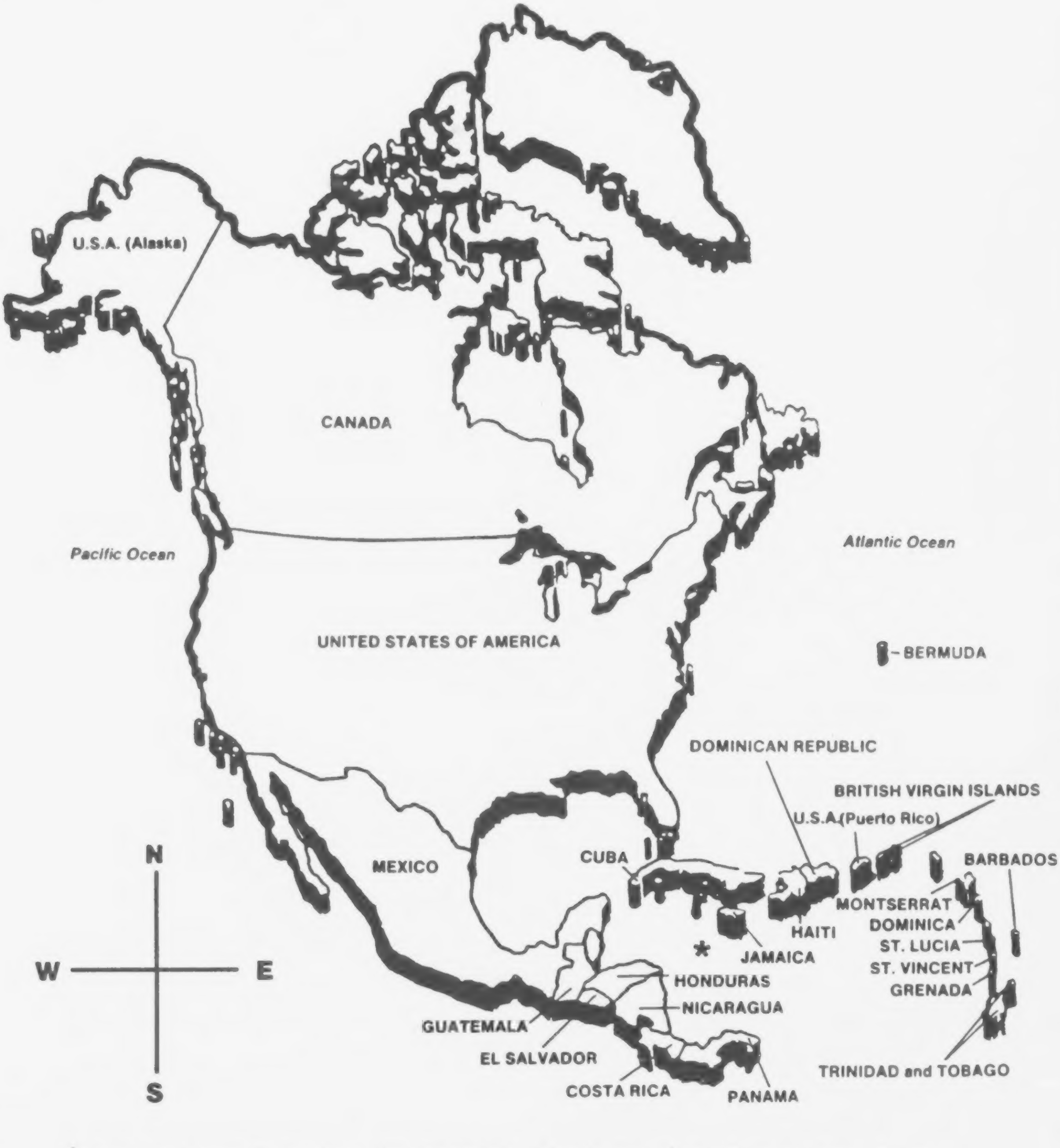
* Spanish is a very important second language of concentrated urban communities in several U.S. states.

REFER TO THE MAPS ON THE FOLLOWING PAGES WHICH SHOW EACH MAJOR CONTINENT AND THE COUNTRIES THAT ARE ON THIS LIST.

EUROPE

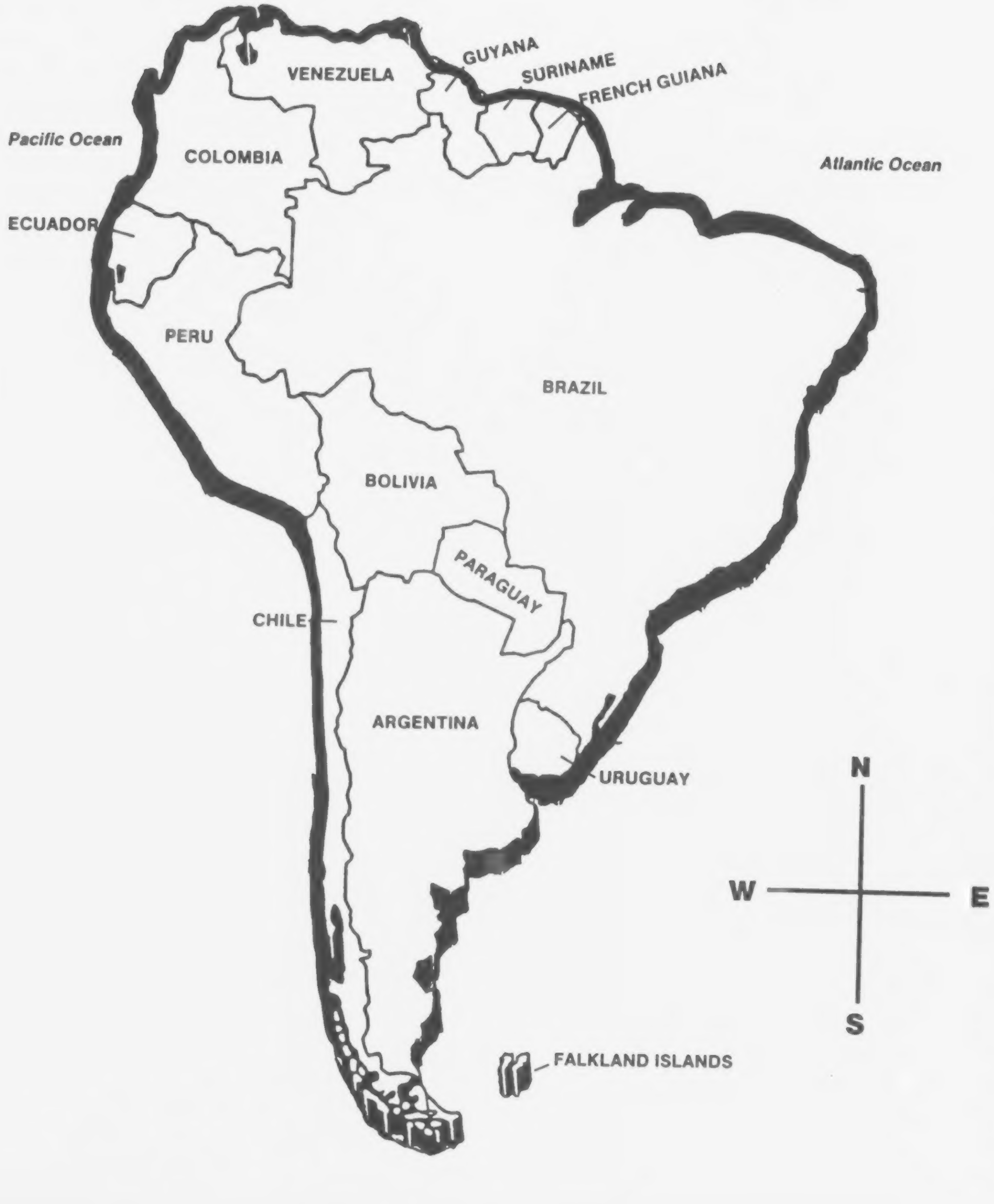

N
W
E
S
ICELAND
Atlantic Ocean
NORWAY
SWEDEN
FINLAND
UNITED KINGDOM
IRELAND
DENMARK
U.S.S.R.
NETHERLANDS
EAST GERMANY
POLAND
BELGIUM
WEST GERMANY
LUXEMBOURG
CZECHOSLOVAKIA
LIECHTENSTEIN
AUSTRIA
HUNGARY
FRANCE
SWITZERLAND
ROMANIA
ITALY
MONACO
SAN MARINO
YUGOSLAVIA
PORTUGAL
SPAIN
BULGARIA
VATICAN CITY
ANDORRA
ALBANIA
GIBRALTAR
Mediterranean Sea
GREECE
MALTA

NORTH AMERICA AND CENTRAL AMERICA


U.S.A. (Alaska)
CANADA
Pacific Ocean
Atlantic Ocean
UNITED STATES OF AMERICA
BERMUDA
DOMINICAN REPUBLIC
BRITISH VIRGIN ISLANDS
U.S.A.(Puerto Rico)
BARBADOS
MEXICO
CUBA
N
W
E
S
MONTSERRAT
DOMINICA
ST. LUCIA
ST. VINCENT
GRENADA
HAITI
*
JAMAICA
HONDURAS
NICARAGUA
GUATEMALA
EL SALVADOR
COSTA RICA
PANAMA
TRINIDAD and TOBAGO

* The Caribbean Sea where the Caribbean Islands are situated is an arm of the Atlantic Ocean bounded by the West Indies to the north and east, South America to the south and Central America to the west.

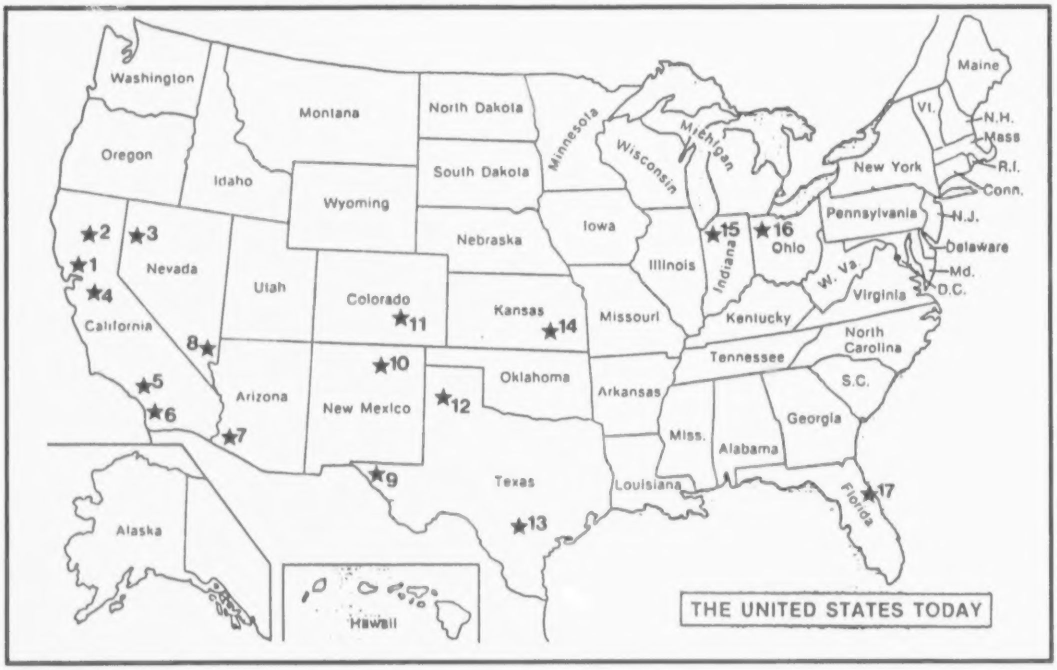
SOUTH AMERICA


VENEZUELA
GUYANA
SURINAME
FRENCH GUIANA
Pacific Ocean
COLOMBIA
Atlantic Ocean
ECUADOR
PERU
BRAZIL
BOLIVIA
PARAGUAY
CHILE
ARGENTINA
URUGUAY
N
W
E
S
FALKLAND ISLANDS

THE SPANISH-SPEAKING WORLD

EXERCISE #1: *SPANISH-NAMED CITIES*

DIRECTIONS: Each of the numbers on this map of the United States represents a city that has a Spanish name. Match each city in the list below with the correct number on the map and write the name of the city on the blank line. You may get assistance from your teacher on ones you are not sure about.


THE UNITED STATES TODAY
Washington
Oregon
California
Nevada
Idaho
Montana
Wyoming
Utah
Arizona
Colorado
New Mexico
North Dakota
South Dakota
Nebraska
Kansas
Oklahoma
Texas
Minnesota
Iowa
Missouri
Arkansas
Louisiana
Wisconsin
Illinois
Michigan
Indiana
Ohio
Kentucky
Tennessee
Miss.
Alabama
Georgia
Florida
S.C.
North Carolina
Virginia
W. Va.
Pennsylvania
New York
Vt.
Maine
N.H.
Mass
R.I.
Conn.
N.J.
Delaware
Md.
D.C.
Alaska
Hawaii
1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17

Los Angeles
San Francisco
Amarillo
Salinas
Las Vegas

El Paso
El Dorado
Reno
Orlando

Pueblo
San Antonio
San Diego
Toledo

Valparaiso
Sacramento
Yuma
Santa Fe

1. ______________________
2. ______________________
3. ______________________
4. ______________________
5. ______________________
6. ______________________
7. ______________________
8. ______________________
9. ______________________
10. ______________________
11. ______________________
12. ______________________
13. ______________________
14. ______________________
15. ______________________
16. ______________________
17. ______________________

THE SPANISH-SPEAKING WORLD

CHAPTER REVIEW EXERCISES

MULTIPLE CHOICE
DIRECTIONS: Circle the correct answer from the four choices given.

1. An Hispanic is anyone ____________.
   - A. whose **native** language is Spanish
   - B. who watches Spanish television programs
   - C. who reads, writes, and speaks Hispanic
   - D. who has visited a Spanish-speaking country
2. It is predicted that in the next 15 years, the Hispanic population in the United States will reach ________.
   - A. 15 million
   - B. 30 million
   - C. 60 million
   - D. 75 million
3. The Spanish language has been influenced by the Indian languages of South America, by Latin, Greek, and ______.
   - A. Arabic
   - B. Swahili
   - C. Swedish
   - D. Russian
4. Out of the following, the ____________ are the fastest growing minority group in the United States.
   - A. Arabs
   - B. Hispanics
   - C. Italians
   - D. Polish
5. The first cowboys in the United States were ________.
   - A. English
   - B. French
   - C. Mexican
   - D. Greek

TRUE OR FALSE
DIRECTIONS: Circle **T** (True) or **F** (False) after each statement.

6. The Spanish language differs in vocabulary from one Hispanic country to another. **T F**
7. The Spanish language has been influenced by many cultures. **T F**
8. The Hispanic world is small and the Spanish language is dying out. **T F**
9. The fastest growing minority group in the United States is the Hispanic Americans. **T F**
10. Mexican Americans have never been a very large or established Spanish-speaking group in the United States. **T F**

THE SPANISH-SPEAKING WORLD

WORDS TO KNOW

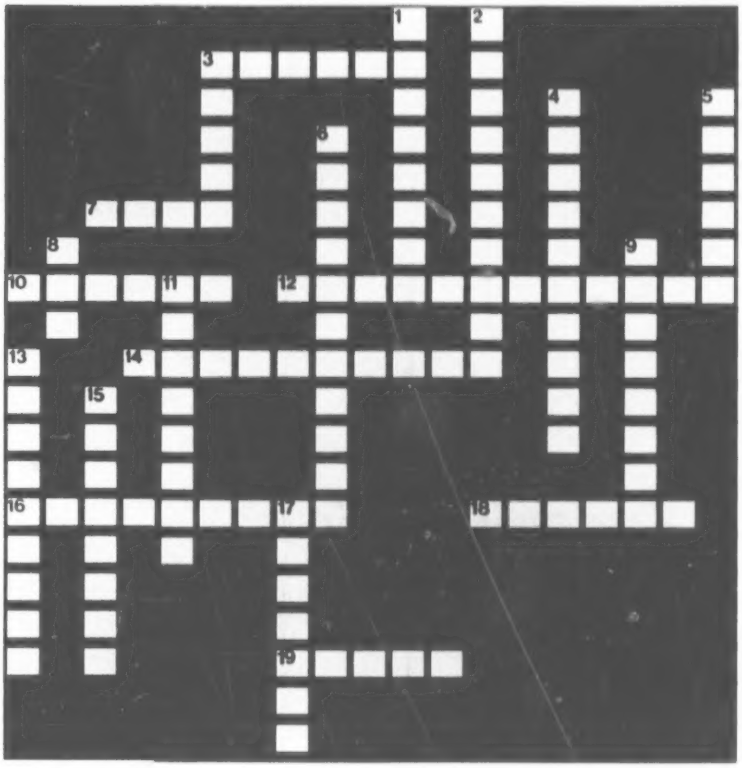
1. **approximate** (a.)
2. **capital** (n.)
3. **contribution** (n.)
4. **election** (n.)
5. **enrich** (v.)
6. **former** (a.)
7. **Hispanic** (n.)
8. **introduce** (v.)
9. **job** (n.)
10. **origin** (n.)
11. **population** (n.)
12. **resident** (n.)
13. **restrict** (v.)
14. **settle** (v.)
15. **share** (v.)
16. **television** (n.)
17. **total** (a.)
18. **tradition** (n.)
19. **true** (a.)
20. **vocabulary** (n.)

n. = **NOUN**

a. = **ADJECTIVE**

v. = **VERB**

THE SPANISH-SPEAKING WORLD



Across:

1. To set in place firmly and comfortably.
7. Opposite of false.
10. The first of two things named; having held the position previously.
12. Donation; something given.
14. T.V.
16. To tell each other's names upon meeting; to begin a new idea.
18. To add to or make better; to give greater value.
19. All; the sum of two or more items.

Down:

1. One who lives in a location or place.
2. The total number of people living in an area.
3. To give part of something to someone else.
4. The words of a language.
5. The very beginning; the very start of something.
6. Nearly; almost; not exact.
8. Occupation; work done, usually for money.
9. A person of Spanish origin; a Spanish speaking person.
11. A time set aside to select public officials by voting.
13. A custom passed from generation to generation.
15. Opposite of to give freedom; to limit or prevent someone from doing something.
17. Main city where the government of a state or place is located.

UNIT II

Chapters Eight and Nine

LANGUAGES AND CULTURES IN OAK PARK: FOCUS ON HEBREW AND CHALDEAN

Oak Park is a small, modern, residential and business community north of Detroit, Michigan, with a rich tradition of "old world" culture. Four elementary schools, one middle school, and one high school make up the school district. A variety of ethnic groups reside in this district, contributing to a mosaic of cultures that reflect four continents.

The earliest immigrants to Oak Park came chiefly from Eastern Europe and included several groups of Jewish families who settled in the city and established the strong and distinctive religious, cultural, and business character of Oak Park. The languages chiefly spoken by community members at that time — and to this day — are English, Yiddish, and Hebrew. With an 80% Jewish population, many school-age children in Oak Park spoke not only English but also Hebrew, sometimes as their home language and very often as the language of instruction in the religious classes which they attended after a full day of regular school. A large number of these students also studied a third language in high school as part of a college preparatory program and because of the outstanding program of foreign language instruction that has been an integral part of the secondary school course offerings. As early as the 1960's in fact, at a single time, as many as 85% of Oak Park High School students were learning a second and, in some cases, a third language.

In the mid-1970's, a major change took place and Oak Park began opening its doors to an influx of new immigrants from all around the world. Families and individuals came to Oak Park from as far away as the Soviet Union, Iraq, Iran, Poland, Czechoslovakia, Israel, the Phillipines, and, more recently, from Vietnam, China, and Korea. Many of these new settlers came to Oak Park because they had relatives or acquaintances residing here. Some left their native countries in search of a better economic or social life; others left because of an unstable or threatening environment created by civil unrest and war.

Today it is commonplace to walk or drive through the streets of Oak Park and see groups or individuals of various nationalities and racial backgrounds communicating with each other. Often they are engaged in casual conversation or discussing the latest news — in a fruit or meat market, a restaurant, drug store, garden shop, or bakery — and you may hear the rich, distinctive sounds of Hungarian, Russian, Polish, Hebrew, Spanish, Arabic, Chinese, Yiddish, Chaldean, and Tagalog, to name just a few.

Next to the original largely Jewish population, the second largest ethnic group in Oak Park is the Chaldean/Arabic-speaking community. These Chaldean families who came from Baghdad and other important cities in Iraq brought with them a language and cultural tradition that is as ancient and distinctive as that of their Hebrew-speaking neighbors. The strong kinship ties among the various families have been the basis of a cohesive, socially and economically-based community. With time, the presence of the Chaldean community was felt, and the schools in Oak Park began to accommodate these newcomers. With State funds, the Oak Park District initiated a program of bilingual education through which new immigrants from various cultural backgrounds receive assistance in learning English and social/survival skills as smoothly and quickly as possible. 1985 marked the 10th anniversary of Oak Park's bilingual education program, which has helped more than 3,000 newcomers from over eleven language backgrounds and cultures in its decade of service.

This historical overview briefly indicates the emerging role of the Oak Park School District in serving the needs of a growing multilingual and multiethnic community. Over this period of time the District's foreign language program has been revitalized with an increased emphasis on longer sequences of foreign language study (French and Spanish) and a more focused bilingual/ESL program that serves the many non-English-speaking students from the Middle East, the Orient, Southeast Asia, and Eastern Europe, who have enriched the Oak Park school community with their arrival in recent years.

Today, with the reality of global interdependence all around us (most graphically exemplified by developments in Michigan's automobile industry) and with the increasing use of computer technology in all areas of modern life, there is placed on our schools a demand to shift our teaching strategies, emphases, and materials. This book itself is a good example of how human, technological, and cultural resources were combined to develop educational materials that are in step with the times. Illustrative materials that are being used by limited English proficient students from varied backgrounds and by English-speaking students studying a foreign language have been largely computer-generated, the text has been produced by word processors and computer-controlled machines, and the linguistic and ethnic backgrounds of the authors, editors, and contributors encompass most of our globe's land masses!

UNIT II: *Chapter Eight*

THE HEBREW LANGUAGE

The Hebrew language was spoken in the ancient land of the Israelites for 1300 years. After the land was conquered by the Romans, the language was not a living, changing, spoken language for almost 1900 years. Now Hebrew is spoken again in Israel where it is the official language. Almost four million people use the language in Israel and thousands more use the language in many parts of the world. How can a language not spoken for 1900 years become the official language of a nation?

The Hebrew language actually never died. The people who spoke Hebrew were dispersed throughout the world and had to learn the language of their new country, but they continued to read Hebrew in the Bible and other holy books. Some Hebrew was spoken, however. The language was spoken as a common second language when Jews from different parts of the world would meet. The language was also used when Jews did not want non-Jewish people to understand what they were saying. And Hebrew was spoken for religious occasions as well. However, the Hebrew language was not used for everyday conversation for almost 1900 years.

The Hebrew language was kept alive for such a long period of time through its use in writing. Many young people learned to read Hebrew as part of their religious training as well as part of their general education. Religious books continued to be written in Hebrew. Therefore, the language maintained the religion and the culture while the religion and the culture maintained the language. While Hebrew did not die as a language, it did not change as rapidly as spoken languages do. During a period of time a spoken language adds many new words and changes the meaning of many more. The English language of 1000 years ago, for example, cannot be written, read, or spoken by most English-speaking people alive today. This is not true of Hebrew.

Thousands of books were written in Hebrew between 70 A.D. (when the Jews were dispersed by the Romans) and the War of Independence in 1948. Many words were added to the written language during these years, but it was possible for people to read and write the language of 2000 years earlier. Hebrew was by no means a dead language. Indeed, it is one of the very few ancient languages that has survived and is used in the modern world.

The Hebrew language, like other languages, belongs to a family. The members of a language family resemble each other. Probably the entire family developed from one original language. Mankind has had about 4000 languages, past and present. There are also over 100 families of languages. Hebrew belongs to the Hamito-Semitic family. There are many languages in this family and they have common characteristics such as the way in which words are formed and words which have similar meanings. Hebrew has borrowed words from many other languages in the past and in the present.

Modern nations and languages are closely connected. Many of the modern nations of Europe emerged in areas that had a common language. Some nations have worked hard to establish a common language. Hebrew is not an exception. The establishment of the State of Israel was closely related to the re-establishment of the Hebrew language. After the War of Independence in 1948, the state of Israel put forth great effort to teach new settlers from many countries the Hebrew language.

A young Jew by the name of Eliezer Ben Yehuda, who was born in Europe, believed that language is the identity of a nation. He dedicated his life to promoting the use of the Hebrew language and to establishing a Jewish state in Palestine. In 1881 Ben Yehuda moved to Palestine where he found that some people could speak limited Hebrew. He was not satisfied with this. Ben Yehuda wanted people to speak Hebrew in their homes and in their work on a daily basis. When his son was born, he insisted that the boy speak only Hebrew as he grew up. Ben Yehuda also taught Hebrew in the schools and promoted the teaching of "Hebrew through Hebrew". He even published a newspaper in which he promoted the use of Hebrew in the schools. So it was in the 1900's in Palestine that the young people who had gone to Hebrew schools were the same ones to marry, raise children, and become the first people who for many centuries spoke only the Hebrew language.

As Hebrew was revived in the schools, the language also grew in use in public life, in newspapers, and in cultural life. Hebrew was spoken by approximately 34,000 people in 1918. Gradually, with the growing use of Hebrew in everyday life, many new words and phrases had to be introduced into the language. Earlier, the language had been subject to strict controls of grammar by the language teachers. Now, the language was being used in newspapers, literature, science, art, and public life, and the language developed to serve these needs. The rules of grammar that had been set by the language scholars could not control these new developments. Thus, Hebrew as a living, spoken language was subject to all of the forces that change and shape other modern languages.

With the establishment of Israel as a nation in 1948, approximately 650,000 people welcomed and taught Hebrew to most of the 700,000 newcomers in a very brief period! These people came from all over the world and Hebrew served as a common language as well as the official language of the new country.

The Hebrew language has survived from ancient times into the present and it is now once again a language of learning, religion, and national and everyday life. In addition, this language is studied and used by learned people in many universities and religious centers throughout the world. Its rebirth makes a fascinating story which reveals the importance and power of languages.

UNIT II: *Chapter Nine*

THE CHALDEAN LANGUAGE

The Chaldean language is the most wide-spread of the modern Aramaic dialects. It is the mother tongue of the nearly half a million Chaldeans spread throughout the world. In ancient times it was spoken in the ancient Near East from India to Egypt. Like Phoenician, Hebrew, and Arabic, it belongs to the Semitic group of languages.

Ancient Aramaic:

The earliest known use of Aramaic began about 925 B.C.; it gradually came to be used widely in the Levant as a means of international communication, probably due to traveling Aramaean merchants. By the 9th century B.C. the whole area from Babylon to the sea south of Mesopotamia was in the hands of Aramaean tribes known collectively as Kaldu or Chaldeans.

In 626 B.C. a Chaldean general, Nabopolassar, proclaimed himself king of Babylon and joined with the Medes to capture Nineveh and the Assyrian Empire. It was during this time that the Chaldeans, Aramaeans, and Babylonians became largely indistinguishable and Aramaic was in general use in Mesopotamia. The name "Imperial" was given to this form of Aramaic (which lasted until about 300 B.C.) because of the belief that its standardization as a language came about because the Persian imperial officials used it for communication in their far-flung administration. (A sample of this use appears in the 4th Book of Kings 18.26: "Then [they] said to the [Assyrian] commander: 'Please speak to your servants in Aramaic; we understand it. Do not speak to us in Judean within earshot of the people who are on the wall.' ")

Biblical Aramaic belongs to this phase of *Imperial Aramaic*, namely the Old Testament Books of Daniel and Ezra and the Babylonian and Jerusalem Talmuds. During this period Aramaic gradually replaced Hebrew in Palestine. However, with the coming of Alexander the Great, Greek replaced Aramaic as the international language in the Middle East, although Aramaic persisted in wide use among Semitic people, especially in Mesopotamia, Syria, and Palestine.

Middle Aramaic:

After the death of Alexander in 323 B.C. when there was no longer an empire, Aramaic began to break down into dialects. This lasted from 300 B.C. to 200 A.D. To this period belongs the form of Aramaic spoken by Jesus Christ and his disciples.

Late Aramaic:

This phase, which extended from 200 A.D. to 700 A.D., lasted until the Arab Conquest of the Middle East, when Arabic replaced Aramaic as the official language of the new administration. However, Christians in Persia, Mesopotamia, Syria, and Lebanon maintained the use of Aramaic in their church ceremonies and cultural centers, a use which has lasted until today. The most important dialect of Late Aramaic is called Classic Chaldean (Goushma) or Syriac, and it is used currently in the liturgies of the Chaldeans, Assyrians, Maronites, and the Indian Christians of St. Thomas.

Modern Aramaic:

Aramaic has persisted into modern times both in the Classic form (Goushma) as well as in three popular dialects: Chaldean, Assyrian, and Syrian.

Aramaic Alphabet:

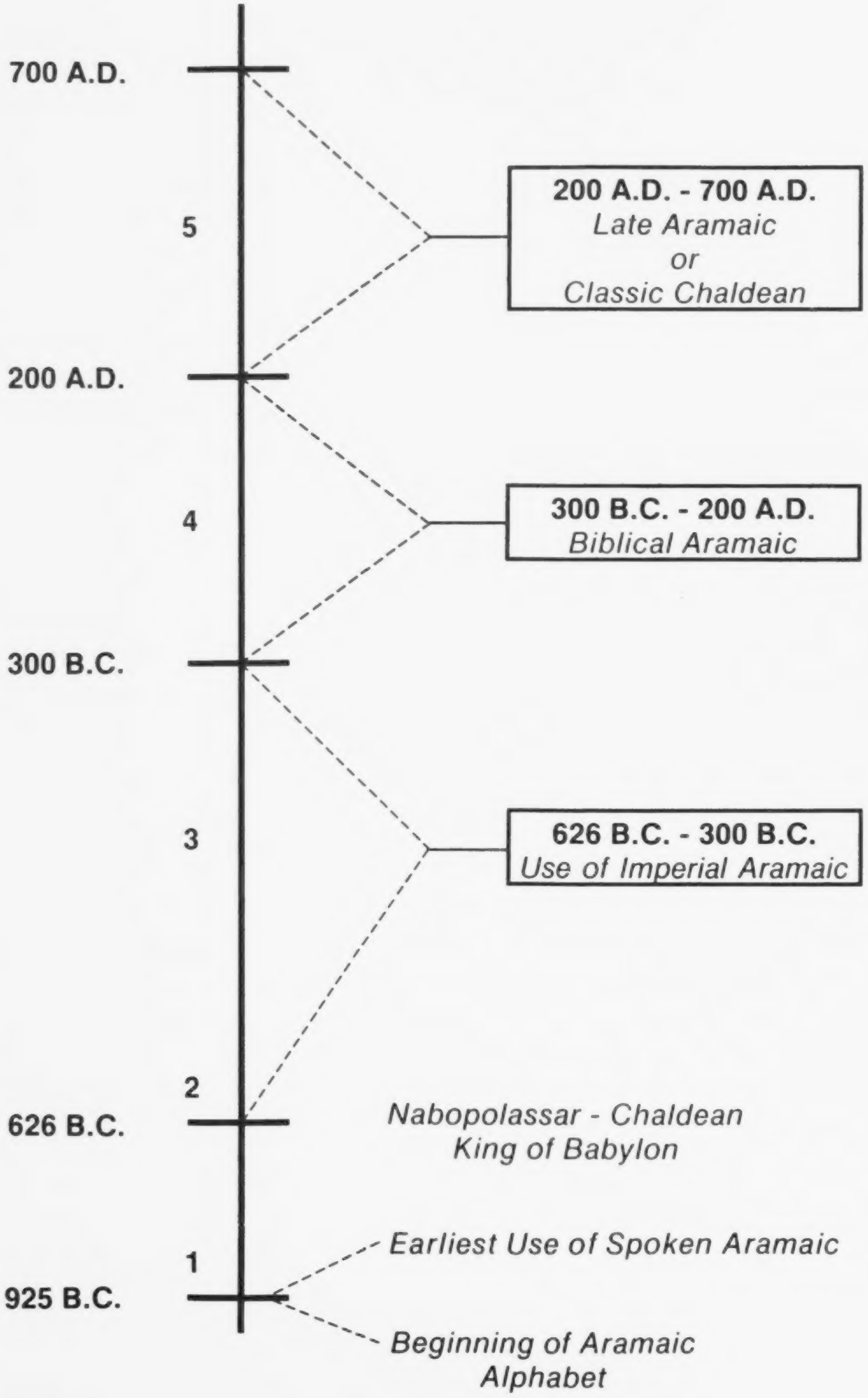
The Aramaic alphabet is a major writing system in the Near East. It was developed in the 10th and 9th centuries B.C. and became important after the conquest of the Aramaean states in Syria by the Assyrians in the 9th and 8th centuries B.C. This alphabetical system includes 22 letters which indicate consonants and other marks used to indicate vowels. It is written from right to left like Hebrew, but unlike English. It is the ancestor of Square and Modern Hebrew and of Modern Arabic scripts; and it also influenced the development of the Georgian and Armenian alphabets.

The Importance of Aramaic:

The importance of Aramaic derives from these factors: 1) It uses one of the oldest writing systems in the history of civilization. 2) It was the first international language in western history. 3) It was the language spoken by Jesus Christ and his disciples, and some books of the Bible are written in it. 4) Large portions of the Near East's ancient heritage have been preserved in this language. 5) It has had a continuing living history of 3,000 years.

THE CHALDEAN LANGUAGE

Historical Timeline of the Development of the Chaldean Language


700 A.D.
5
200 A.D. - 700 A.D.
Late Aramaic
or
Classic Chaldean
200 A.D.
4
300 B.C. - 200 A.D.
Biblical Aramaic
300 B.C.
3
626 B.C. - 300 B.C.
Use of Imperial Aramaic
2
626 B.C.
Nabopolassar - Chaldean
King of Babylon
1
Earliest Use of Spoken Aramaic
925 B.C.
Beginning of Aramaic
Alphabet

UNIT III

Chapters Ten to Thirteen

The next four lessons in **GLOBAL EDUCATION TOPICS** focus on world problems, those which affect everyone in some degree. The first, **Population**, is handled from several points of view: why population grows, the history of population growth globally, the problems caused by rapid population growth today. Historically the factors influencing population growth (or decline) have been basic technology and scientific knowledge, which are linked to increased food production and better medical care. Migration caused by political or economic unrest is a major factor in population growth in specific areas and rapid growth leads to problems such as lack of housing, jobs, food, and transportation. Whether one believes that population must somehow be controlled or that food sources and distribution must be better developed, all countries today recognize that uncontrolled population growth and its effects are a problem of global importance that all must help to solve.

Stereotyping, — forming simplistic, incorrect pictures of others — is a more personal problem, perhaps, but it is an ethnocentric trait which erects barriers between individuals and groups that curtail or deter communication and understanding. Often stereotypes are incorrect, negative, and destructive. This chapter provides exercises and describes ways to avoid stereotyping; it also emphasizes the need for openmindedness and accurate information as the best way to avoid labeling that is discriminatory and destructive.

The third global lesson deals with **Energy**. What is energy? What are our available sources of energy? Why is energy so important in modern life? The chapter discusses non-renewable energy sources such as oil, the formation of OPEC, the rivalry among nations for energy sources, the current energy crisis, and nuclear energy. This lesson also stresses the tremendous need for individuals and nations to realize that energy resources are limited and that conservation, preservation, and the sharing of resources are imperative for the future of our planet.

The last lesson in the Global Education Topics Unit, **Futurism**, defines "Futurists" as those who study the many kinds of changes that are taking place on the earth, the probable effects of those changes on all aspects of our lives, and alternative choices that society has for solving the problems that these changes will cause, whether they concern population growth, food production, or energy sources. The decisions and actions that may well affect the future of all people, their happiness and their very ability to survive, will perhaps first be analyzed and determined by those social scientists whom we call futurists.

UNIT III: *Chapter Ten*

POPULATION

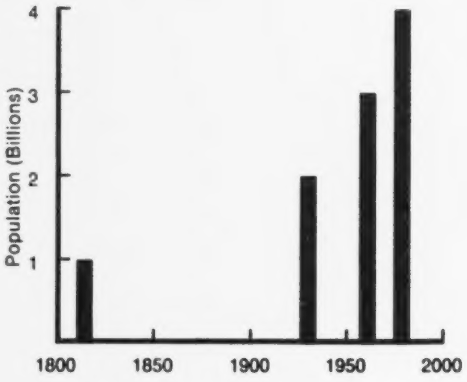
The earth has many natural resources such as water, trees, minerals, and oil. However, its most important resource is *people*. People and their cultures are what this course in global studies is really about. Therefore, the study of population is very important. Population simply means the total number of people living in an area.

Population grows, or increases, in two ways. The first way is called *natural increase*. This means that the number of people born in an area (the birth rate) is greater than the number of people who die in an area (the death rate). The other way is through **migration**. Migration means the movement of people. When people move or migrate to an area, the population increases.

People have been living on the earth for hundreds of thousands of years. For a long time the world's population was fairly small in number. It began to increase about 10,000 years ago when agriculture, or farming, was developed. When people began to grow their own **crops** and raise animals, more food was **available**. The death rate went down, and population grew.

In the 1700's and 1800's basic technology and scientific knowledge grew more quickly. There were improvements in food production and medicine. This led to even more **rapid** population growth.

This growth can be seen through numbers. It took about 10,000 years for the world's population to reach one billion (1,000,000,000). This was in or near the year 1810. It took only 120 years more to **double** and reach two billion (2,000,000,000). This was in the year 1930. Just 30 years later in 1960 it reached three billion (3,000,000,000). In only 15 more years, it reached four billion (4,000,000,000). This was in 1975. The world's population today is about 4,666,000,000. It is estimated that by the year 2000, the world's population will be 6,796,625,000. The graph below clearly shows the population growth at different periods of time.



It is clear that the population growth rate has rapidly increased. It is also important to understand that the growth rate varies in different parts of the world. At the present time, the most rapidly growing populations are in Africa and Latin America. (In South Asia the rate is high, but in China and Japan it is low, therefore the Asian figure as a whole is low.)

Another important idea about population is *population* **density**. This means the number of people living in a **specific** area. It is usually given in terms of a **geographic** unit such as "the number of people per square mile."

The population of the earth is not **distributed** evenly. Some places have a higher population density. **Urban** (city) areas have a higher density than rural or farm areas.

The migration of people from rural to urban areas affects all countries. This movement of people has increased the density of populations in the cities. In places such as the United States, this migration began in the late 1800's, whereas in other countries, such as Kenya in Africa, this is a more **recent** **trend**. High population density can lead to problems such as lack of housing, jobs, food, and transportation.

Recently many groups and individuals have shown concern over the world's rapid population growth. They are afraid that the production and distribution of food cannot keep up with the increase in the number of people. They point out that at the present rate the population of the world may double by the year 2022, using 1982 as a base line.

Actually these ideas go back much farther in time. Thomas R. Malthus, a famous English economist (1766-1834), wrote about the concerns and issues of rapid population growth in the late 1700's. He saw the world as a place of **limited** resources. He **predicted** that if the population continued to grow, we would run out of these resources.

Not all people agree completely with these views. Many people believe that improvements in food production will help us keep up with the growth rate. Others believe that the world could **support** a much larger population if we had a more equal division of resources. They argue that some people in the world have more than enough to eat while others go hungry. They give other examples of inequality, such as the division of wealth and energy.

Today, the *developing nations* of the world have the fastest growing populations. In many ways these are also the countries that cannot afford rapid population growth. People in other countries, including the United States, believe that the developing countries should try to lower their birth rate. But it is not that simple.

Every culture **values** children, but there are many different **beliefs** about what size families should be. In agricultural or farming areas, large families with many children are valued. This is because there is much work to be done and older children can help. Children can also help provide **security** for their parents when the parents become old. These beliefs are found in *agricultural* societies or communities of many developing countries. Large families are valued and seen as necessary. People in the *industrialized* countries and urban areas throughout the world often value small families. On the other hand, China is an example of a developing country in which by law no family may have more than one child.

It is easy to see that population growth and its effects are not simple issues. The countries of the world must work together to solve the problems of population growth. They must **cooperate** in making certain that we take good care of the world's most valuable resource, PEOPLE.

POPULATION

EXERCISE #1: *WORD FIND*

DIRECTIONS: Define these words.

population ______________________________________

natural increase ______________________________________

migration ______________________________________

population density ______________________________________

EXERCISE #2: *RECALL*

DIRECTIONS: Briefly answer the following questions on the back of this page.

1. In what year did the world's population reach four billion?
2. Why did the development of agriculture cause the population to increase more rapidly?
3. What are two reasons for population growth?
4. Name one possible cause of an increase in the death rate in some areas of the world.
5. What is one problem that might result from a high population density?
6. Why would large families with many children be valued in agricultural or farming areas?
7. It has been said that people are the world's greatest resource. Describe in your own words what you think this means.

POPULATION

EXERCISE #3: *READING CHARTS AND TABLES*

DIRECTIONS: Use the chart above to answer the following questions.

Population Density of the Continents	
Continent	**No. of People per Square Mile**
Asia	166
Europe	166
Africa	44
North America	41
South America	36
Australia	5

Source: UN Statistical Office (1983 Estimates)

DIRECTIONS: Use the chart above to answer the following questions.

1. What two areas of the world have the highest population density? ____________________
2. What area of the world has the lowest population density. ____________________
3. About how many more people per square mile are there in North America than in South America? ____________________
4. About how many more people per square mile are there in Europe than in Africa? ____________________
5. What effect would low population density have on peoples' attitudes toward population growth? ____________________
6. Asia and Europe have different populations but the same density. What does this indicate to you? (see population chart on previous page). ____________________

POPULATION

EXERCISE #4: *READING CHARTS AND TABLES*

World Population and Yearly Growth

Major Areas	Population	Yearly Growth
Africa	514,000,000	3.0%
Asia	2,810,000,000	1.8%
Australia	15,000,000	1.2%
Europe	674,000,000	0.3%
North America	387,000,000	1.6%
Pacific Islands	11,000,000	1.7%
South America	255,000,000	2.4%

Source: UN Statistical Office (1983 Estimates)

DIRECTIONS: Use the chart above to answer the following questions.

1. What area of the world has the largest population? ________
2. What area of the world has the smallest population? ________
3. What area of the world has the largest yearly population growth rate? ________
4. What area of the world has the smallest yearly population growth rate? ________
5. What areas of the world have more than half a billion people? ________
6. What area of the world has just over ten million people? ________
7. What is the total population of Africa and South America together? ________
8. What is the total population of North America and South America together? ________
9. How many more people are there in Europe than Africa? ________
10. How many more people are there in North America than South America? ________

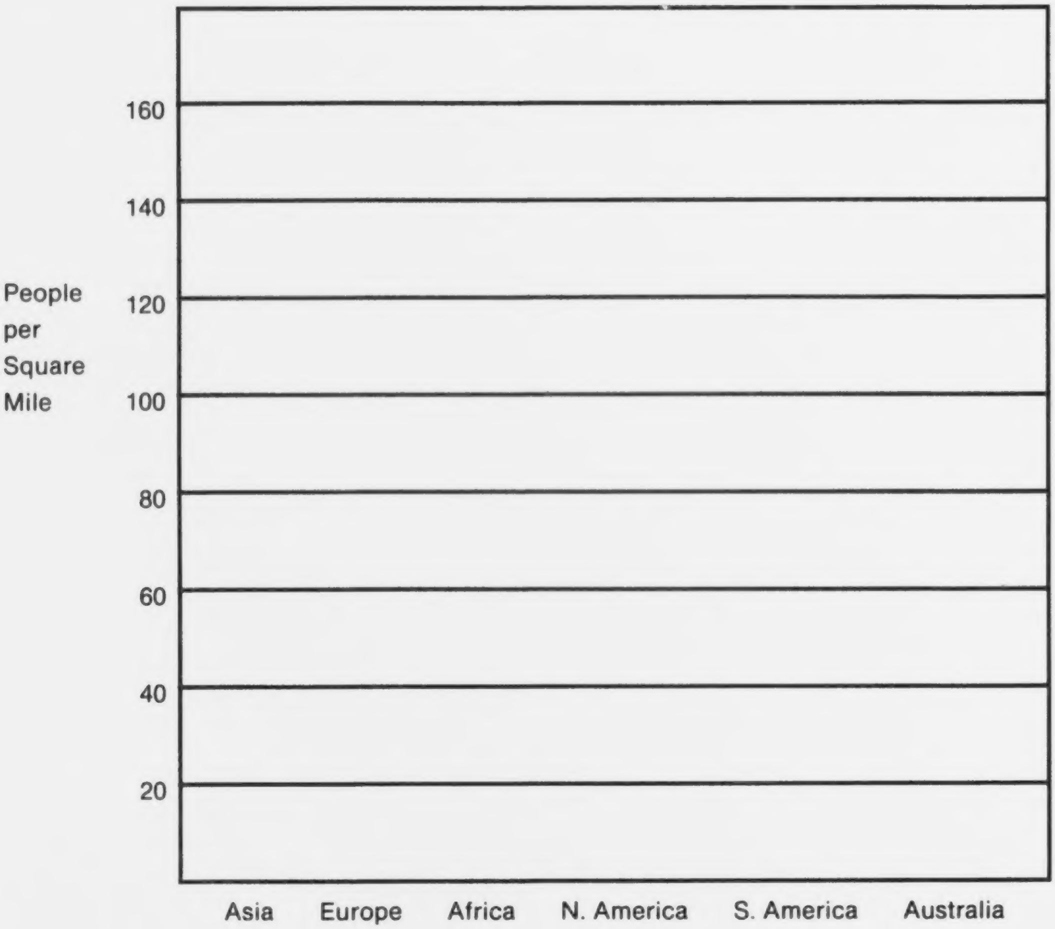
POPULATION

EXERCISE #5: *MAKING A BAR GRAPH*

DIRECTIONS: Use the information in the chart below to help you construct a bar graph showing population density.

Population Density of the Continents

Continent	**No. of People per Square Mile**
Asia	166
Europe	166
Africa	44
North America	41
South America	36
Australia	5



POPULATION

CHAPTER REVIEW EXERCISES

MULTIPLE CHOICE
DIRECTIONS: Circle the correct answer from the four choices given.

1. "High population areas" means there are many ____________.
   A. animals
   B. cities
   C. farms
   D. people

2. Culture refers to ____________.
   A. a way of life for a group of people
   B. printing materials
   C. travel and distance within a country
   D. selection of foods from a menu

3. At the present rate of growth, the population of the world will double in approximately

   ____________________________.
   A. 90-109 years
   B. 70-89 years
   C. 50-69 years
   D. 30-49 years

4. At the present time, the fastest growing populations are found in ______________.
   A. underdeveloped countries
   B. industrialized countries
   C. communist countries
   D. none of the above

5. The migration of people means ____________________.
   A. the number of people in an area
   B. the movement of people from one area to another
   C. that the birth rate is higher than the death rate
   D. that the death rate is higher than the birth rate

TRUE OR FALSE
DIRECTIONS: Circle **T** (True) or **F** (False) after each statement.

6. The population of the earth is distributed evenly. **T F**

7. Earth's population growth is finally slowing down. **T F**

8. In the agricultural areas of developing countries, small families are highly valued. **T F**

9. The developing nations of the world with the fastest growing populations can most afford rapid population growth. **T F**

10. The two ways that the population increases are through **natural increase** and **migration. T F**

POPULATION

WORDS TO KNOW

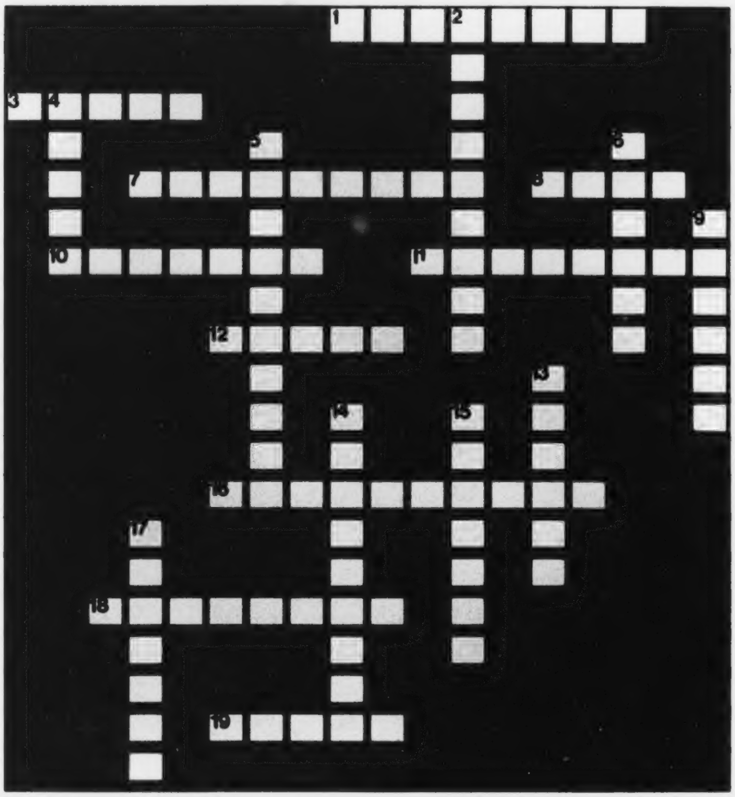
1. **available** (a.)
2. **belief** (n.)
3. **cooperate** (v.)
4. **crop** (n.)
5. **density** (n.)
6. **distribute** (v.)
7. **double** (v.)
8. **geographic** (a.)
9. **limit** (n.)
10. **migration** (n.)
11. **predict** (v.)
12. **rapid** (a.)
13. **recent** (a.)
14. **security** (n.)
15. **specific** (a.)
16. **support** (n.)
17. **trend** (n.)
18. **urban** (a.)
19. **valuable** (a.)

n. = **NOUN**

a. = **ADJECTIVE**

v. = **VERB**

POPULATION



Across:

1. Don't be general, be s————————.
3. City is to ____________ as country is to rural.
7. On hand; can be easily gotten.
8. A c——— is grown by a farmer.
10. The amount of an object per unit is its ____________.
11. Opposite of not worth anything.
12. The end or edge of something.
16. Pertaining to a feature of the earth.
18. Being safe gives one a feeling of s————————.
19. A movement of interest in a specific direction.

Down:

2. To work together.
4. The same as swift or very fast.
5. To pass something out, to hand something out.
6. To increase in size or quantity to twice as much or ____________.
9. It wasn't long ago, it was ____________
13. Your opinion or faith in something is a b——————.
14. Movement from one country to another.
15. Help or assistance.
17. It's hard to p——————— what will happen in the future.

UNIT III: *Chapter Eleven*

STEREOTYPES

"All athletes are dumb."
"All teenagers are disrespectful."

The statements above are examples of *stereotypes*. Stereotypes are incorrect or superficial pictures we have of groups of people. You can think of them as **labels** which we give to people.

Stereotypes can get in our way when we are trying to learn about other people and cultures. Incorrect attitudes and labels can keep us from understanding others as they really are.

Think about a can of peas. It is easy to label the can and say that every pea **inside** is green and round. But people are not like peas! You cannot pack them into little cans and label them. It is not that simple.

All people are different from one another. We are individuals and each of us is **unique** and special. Consider the many differences among your group of friends. It would be hard to label all of your friends as athletic or as excellent students. They are all different.

Next, imagine a whole country of people. Then picture a **whole** continent of people. Think of the **variety** in groups of people living in countries and continents. How **unwise** it would be to label all Italians as one way or another. How incorrect it would be to label all the people living on the continent of Africa as one way or another.

Where Do Stereotypes Come From?

We seem to label groups of people because we feel that the whole group is very different from us. Older people often have stereotypes of young people. Young people often have stereotypes of older people. If we are from one part of the world, we often have stereotypes of people from other parts of the world.

Sometimes our stereotypes are based on wrong information that we have about people. Sometimes we have stereotypes because we have too little **information** about people. Think about the following stereotypes:
"All Americans live in cities."
"All Africans live in **tiny villages**."
Both stereotypes are based on wrong information. We know that many Americans live in **rural** farm areas. Other Americans live in **suburbs** or in small towns. Likewise, Africans live in a wide variety of places: in cities of

several million and in small towns of a few hundred. How do people come to believe such stereotypes? Perhaps some people know so little about Americans or Africans that they believe these statements are true. Perhaps the books they have read and the movies they have seen show only a small part of America or Africa.

Other stereotypes are not only incorrect but also **negative**. They describe bad or unfavorable things about people. We may label one group as **"backward"** or "dumb," another group as **"greedy,"** and still another group as "lazy." Such stereotypes sometimes come from our **fears** of other people. Sometimes they come from our **dislikes** of other people. Basically, they come from a **lack** of understanding and information.

Can We Avoid Stereotypes?

Stereotypes, or incorrect labels, can put walls between you and other people. They can get in the way when you are learning about other people and cultures. But how can you **avoid** them? Here are a few ideas to think about.

1. Nobody likes to be labeled as dumb or greedy or lazy. We should be careful not to give negative labels to groups of people.
2. Try not to label any group as all one way or another.
3. Information and understanding are the keys to **removing** stereotypes. Try to learn about many different people within a country or culture.
4. Keep your mind open when studying other people. Do not think they are strange just because they are different.
5. Keep in mind that as individuals we all have good points and bad points. None of us is either all good or all bad. Groups of people are the same.
6. Try to remember that we are all part of the human family. We are all special. We deserve to have our good points **appreciated**.

STEREOTYPES

CHAPTER REVIEW EXERCISES

MULTIPLE CHOICE
DIRECTIONS: Circle the correct answer from the four choices given.

1. You can help remove stereotypes by ____________.
   A. avoiding groups of people who are different
   B. trying to learn more about people who are different
   C. not thinking about people who are different.
   D. minding your own business

2. "All Americans live in cities" is an example of a stereotype based upon ____________.
   A. fear
   B. too little information
   C. dislike
   D. fact

3. Out of the following statements, ____________ describes a stereotype.
   A. All babies cry.
   B. Many Americans are in the middle class.
   C. Fat people are jolly.
   D. There are more television sets in the United States than in any other country in the world.

4. Stereotypes can ____________.
   A. help people learn about other cultures
   B. teach us what to watch out for
   C. tell us about our friends and enemies
   D. do none of the above

5. All people are ____________.
   A. bad
   B. good
   C. different
   D. identical

TRUE OR FALSE
DIRECTIONS: Circle **T** (True) or **F** (False) after each statement.

6. Stereotypes occur because some people are better than others. **T F**
7. Stereotypes are incorrect pictures we have of groups of people. **T F**
8. If someone else's culture if different from ours, their culture is probably wrong. **T F**
9. Having correct attitudes can help us to understand other people as they really are. **T F**
10. Stereotypes label people. **T F**

STEREOTYPES

EXERCISE #1: *RECOGNIZING STEREOTYPES*

DIRECTIONS PART 1: Read the statements below. Decide which are stereotypes and which are not. Check (✓) the ones that are stereotypes.

______ All teenagers are lazy.

______ Many Americans live in cities.

______ Boys are better athletes than girls.

______ Unemployed people are lazy.

______ All Africans live on small farms.

______ Older people often can be lonely.

______ All people in Arab countries are wealthy.

______ The Russian people want to fight a war with the U.S.

DIRECTIONS PART 2: Choose three of the statements from above that you checked as stereotypes and write them on the appropriate lines below. Beneath each one explain why you consider it a stereotype.

1. STEREOTYPE: ______________________________
____

WHY? ______________________________
____
____

2. STEREOTYPE: ______________________________
____

WHY? ______________________________
____
____

3. STEREOTYPE: ______________________________
____

WHY? ______________________________
____
____

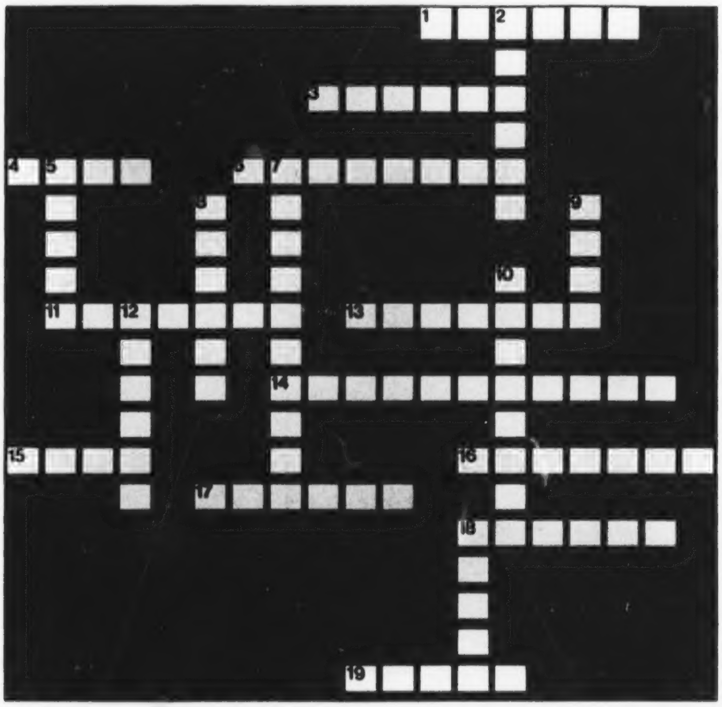
STEREOTYPES

WORDS TO KNOW

1. **appreciate** (v.)
2. **avoid** (v.)
3. **backward** (a.)
4. **dislike** (v.)
5. **fear** (v.)
6. **greedy** (a.)
7. **information** (n.)
8. **inside** (adv.)
9. **labels** (n.)
10. **lack** (v.)
11. **negative** (a.)
12. **remove** (v.)
13. **rural** (a.)
14. **suburb** (n.)
15. **tiny** (a.)
16. **unique** (a.)
17. **unwise** (a.)
18. **variety** (n.)
19. **village** (n.)
20. **whole** (a.)

n. = **NOUN** a. = **ADJECTIVE** adv. = **ADVERB** v. = **VERB**

STEREOTYPES



Across:

1. This is one of a kind, it's u———————.
3. Signs; names put on things.
4. To be missing something or to be without something.
6. In Driver's Ed I learned about the reverse gear that lets you go ________________.
11. Many children d————————— taking medicine.
13. We have many different things in our salad bar, a ________________.
14. You need more i——————————— to complete this form.
15. To be afraid of.
16. A small town out in the country.
17. Someone who keeps everything for him/herself is said to be ________________.
18. To take away.
19. Total; all; complete.

Down:

2. Don't stay out in the cold, come ________________.
5. Little children should a————— talking to strangers.
7. To be thankful or grateful for something.
8. Lacking good judgment; not prudent.
9. Opposite of very, very large.
10. Opposite of positive.
12. Oak Park is considered a s——————— of Detroit.
18. Those who live in ________________ areas often really enjoy the country life.

ENERGY

DID YOU KNOW THAT...

- Forty-eight developing countries (with 16% of the world's population) use more firewood than commercial fuel.
- Two-thirds of the energy used on farms in India comes from animal power.
- During the last 75 years, the use of energy in all forms has more than doubled every 15 years.
- In 1950 oil comprised 30% of all energy consumed world-wide.
- In 1977 oil comprised 55% of all energy consumed world-wide.
- In the U.S. oil comprises 42-47% of the total energy used.
- In developing countries oil comprises 60% of the commercial fuel used.
- Developing nations account for 14% of the world oil consumption.

UNIT III: *Chapter Twelve*

ENERGY

What is Energy?

Energy is **fuel** for motion. Energy is power. Energy comes from natural resources found in and on the earth. These resources are processed by industry to **produce** the energy or power that is needed to help the world's people **survive**.

The most basic energy resources on earth are the wind, the sun, and water. Other energy resources found inside the earth are petroleum, natural gas, and coal.

More **exploration** and scientific and technological research help industry to find new energy sources and more **efficient** ways to use energy. Fossil fuels are the most commonly used energy source today. Newer energy sources are being developed that will be used more widely in future years. These new sources of energy are the wind and the sun, natural gas, nuclear fission, *geothermal* power, hydropower, and nuclear fusion.

Where is Energy Found?

Energy is found in many different regions of the earth. Some regions contain more energy resources than others. Oil, a *fossil fuel*, is a much used *non-renewable energy resource* in the world. Large quantities of oil are found and produced in many Middle Eastern countries such as Saudi Arabia, Kuwait, Qatar, Iraq, Iran, and the United Arab Emirates. Countries in other parts of the world that also supply large quantities of oil include Nigeria, Libya, Venezuela, Indonesia, and Ecuador. Interestingly, Saudi Arabia, Nigeria, and Venezuela, which export huge supplies of oil to the rest of the world, are located on three different continents. New sources for oil have been discovered in North Alaska, Denmark, the Sudan, Mexico (off the Gulf), in the North Sea (off Scotland), and along the U.S. coastlines in the Atlantic and Pacific oceans. Some of the largest users of energy are very technologically developed and **industrialized** nations such as the United States, Japan, and the countries in Western Europe. There are, however, very poor and underdeveloped countries in the world where rural and poor urban people depend on wood from forests or peat from *bogs* to produce heat energy for cooking and for making tools. These basically agricultural nations do not have the money or **capital** to buy the technology needed to help them find and develop national resources for energy production.

Surprisingly, the United States is not one of the 13 countries which are leaders in oil production. In the early 1970's the 13 major oil-producing nations joined together to form an organization called OPEC, the Organization of Petroleum Exporting Countries. The purpose of this organization is to control the amount of oil that is produced and to establish oil prices. OPEC member-nations that produce **abundant** oil supplies for the world have oil **surpluses** which they sell or **export** to other countries.

The United States makes up about five percent of the world's population, but it uses almost 42% to 47% of the world's energy resources. More than half of U.S. energy consumption is for homes and automobiles. The U.S. uses more than six billion barrels of oil each year. China, which has the largest population in the world, uses a much smaller percentage of the world's energy resources. The U.S. has a *capital-intensive* **economy**, using technology and machines to a great extent, while China, on the other hand, has a *labor-intensive* economy, using human **labor** in place of certain machines.

Who Uses Energy?

People use and need energy to live and work: gasoline to drive cars, natural gas to heat the home, and electricity for many appliances, such as televisions, toasters, lamps, and air conditioners.

The manufacturing industry, which includes various factories and plants, needs energy to process raw materials and to produce items of everyday use such as cars, furniture, cameras, and clothing.

The transportation business, which includes airlines, trains, buses, trucks, cargo ships, and subways, needs energy to move people and products from place to place and from country to country.

Nations around the world need energy to develop their economies and to make technological **progress**. The governments of these nations must use energy sources to help their countries improve living conditions by building schools, clinics, and roads, and by

improving agricultural production.

What is the Energy Crisis?

Because the supply of available resources to produce energy is limited, nations must find new sources and **alternative** ways to produce energy. People in the world must learn to use energy more efficiently and carefully. Energy is **expensive** to produce, but is also necessary for people to survive. People need to understand that energy resources are limited and countries around the world must learn to share their knowledge and discovery of new energy sources. Those who consume much, such as the United States, will need to learn to **conserve** so that energy will be available for people elsewhere who now use so little.

Some Ways that Consumers and Companies Help to Conserve Energy:

— People are asked to drive more slowly in order to get better mileage and conserve energy.

— By government *mandate*, automotive companies are designing cars, trucks, and other vehicles for more efficient fuel consumption.

— Consumers are asked to "dial down" (lower the heat in winter), dress in warmer clothing, and insulate their homes.

— Builders are starting to improve home and building designs by developing improved *insulation* materials and other energy-efficient techniques.

— Consumers are asked not to leave lights on in empty rooms and to avoid wasting electricity.

— Homeowners and renters are learning new energy-saving ways to cook on gas and electric stoves and to use microwave ovens and other new appliances. They are also learning to use water more carefully by *monitoring* shower and laundry activities and by repairing leaky faucets and plumbing.

— Companies and consumers are learning how *recycling* of materials helps conserve energy.

— Industrial companies are building more efficient plants, developing better production methods, and using energy sources more efficiently.

ENERGY

CHAPTER REVIEW EXERCISES

MULTIPLE CHOICE
DIRECTIONS: Circle the correct answer from the four choices given.

1. Oil, electricity, and natural gas are forms of ____________.
   A. appliances
   B. conservation
   C. energy
   D. resources

2. Out of the following ____________________ is *not* a leader in world oil production.
   A. Iran
   B. Egypt
   C. Saudi Arabia
   D. Venezuela

3. The most *natural* energy resources found on earth are ______________________________.
   A. fossil fuels
   B. nuclear
   C. wind, sun, and water
   D. petroleum, natural gas, and coal

4. Out of the following ______________________ has the *least* amount of energy consumption.
   A. Africa
   B. Eastern Europe
   C. Far East
   D. Western Europe

5. With only 5% of the world's population, the United States uses about ______________ of the world's energy sources.
   A. 25-40%
   B. 45-60%
   C. 65-80%
   D. 85-100%

TRUE OR FALSE
DIRECTIONS: Circle **T** (True) or **F** (False) after each statement.

6. The United States is one of the 13 countries which are leaders in oil production. **T F**

7. More than half of the United States energy consumption is for homes and automobiles. **T F**

8. Like the industrialized United States, China is one of the largest users of energy. **T F**

9. Fossil fuels are among the most commonly used energy resources in the world. **T F**

10. Poor agricultural nations have never needed energy sources to help them progress. **T F**

ENERGY

EXERCISE #1: *WORD FIND*

DIRECTIONS: Try to find these words in the text. With help from your teacher and a dictionary, write their definitions on the back of this page.

energy
efficient
import
surplus
consumer
OPEC
export
natural resource
solar energy
alternative
conservation
industrial
underdeveloped
nuclear
technology

EXERCISE #2: *RECALL*

DIRECTIONS: Mark true (T) or false (F) for each sentence below.

1. ___ Energy comes from natural resources found in or on the earth.
2. ___ China is one of the largest users of energy.
3. ___ Oil is an artificial fuel.
4. ___ The supply of available resources to produce energy is unlimited.
5. ___ Without energy our life would be enjoyable and convenient.
6. ___ The U.S. is considered a very industrialized country.
7. ___ The size of a country's population has nothing to do with the way a country uses energy.
8. ___ OPEC was formed to help establish oil prices.
9. ___ Some countries buy oil from other countries that have an oil surplus.
10. ___ Large oil supplies are found only in Middle Eastern countries.
11. ___ Technology for finding alternative sources of energy is not worth the expense.
12. ___ Even though the U.S. makes up about 5% of the world's population, it uses almost 40% of the world's energy resources.

ENERGY

EXERCISE #3: ***FILL-IN***

DIRECTIONS: From the list of words below, choose the correct word to complete each sentence and write the word in the blank space.

Kuwait
fossil
price
Alaska
resources
solar

underdeveloped
industrialized
surplus
electricity
United States
cheap

1. Oil is a ________ fuel.
2. Japan is a very ________ nation.
3. OPEC sets the ________ of oil exported by the Organization's member-nations.
4. Energy ________ are found in or on the earth.
5. ________ energy is a type of energy being developed for future use.
6. Some ________ countries use firewood for energy.
7. A ________ means there is an extra amount of something, more than is necessary.
8. ________ is a form of energy.
9. New oil sources have been discovered in ________.
10. ________ is a Middle Eastern country that exports large supplies of oil to other countries.

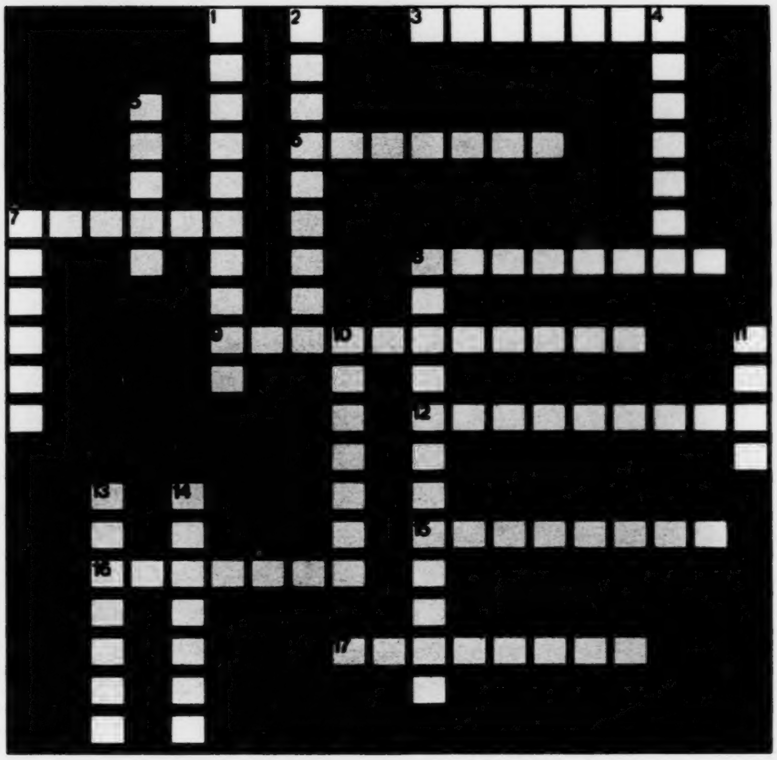
ENERGY

WORDS TO KNOW

1. **abundant** (a.)
2. **alternative** (n.)
3. **capital** (n.)
4. **conservation** (n.)
5. **consumer** (n.)
6. **economy** (n.)
7. **efficient** (a.)
8. **energy** (n.)
9. **expensive** (a.)
10. **explore** (v.)
11. **export** (v.)
12. **fuel** (n.)
13. **improve** (v.)
14. **industrial** (a.)
15. **labor** (n.)
16. **produce** (v.)
17. **progress** (v.)
18. **surplus** (n.)
19. **survive** (v.)

n. = **NOUN** a. = **ADJECTIVE** v. = **VERB**

ENERGY



Across:

3. If you have a ______________ of those, give the extra ones to him.
6. To make better.
7. To send goods to other countries.
8. Each of us is a ______________ because we buy and use things.
9. Another choice or way to do something.
12. Opposite of cheap.
15. Much; plentiful.
16. Michigan is known for its factories which ______________ cars.
17. To p———————— is to move forward; to improve.

Down:

1. Having to do with commercial production.
2. The best way to do something is usually the most ______________ way.
4. To exist; to keep on living.
5. Hard work or ______________ is needed to make progress.
7. Nuclear, solar, and water power are all forms of ______________.
8. ______________ is the process of protecting our natural resources.
10. Astronauts are scientists who e———————— outer space.
11. Anything used to make heat or energy, such as gas, coal, or wood.
13. Another word for money, especially that which is invested.
14. The way a country manages its wealth.

FUTURISM

DID YOU KNOW THAT...

- By the next century, some people think, our life span may be extended by decades, first with artificial parts, and then by *regenerating* our own replacement parts.
- In the future our cars and homes may be powered by hydrogen manufactured from algae and sunlight.
- Scientists are already working on new hybrid plants that yield larger crops and can be harvested earlier than previous varieties.
- If we built a *tubecraft* system, we could travel underground from New York to Los Angeles in 21 minutes.
- Future cars may have radar that will prevent rear-end collisions, the most common kind of accident.
- In a few years, drugs may be available to expand our ability to learn and remember.
- Within a few years we may use fabrics to cover vast outside areas of buildings, not just as coverings for stadiums.
- When wall-size, flat T.V. screens are commonplace, a telephone conversation will be similar to a face-to-face meeting.
- Years from now, when information *retrieval* is voice-controlled, we will find needed facts by phone. Libraries will become more efficient information-processing centers.
- Within ten years, we may have systems which *convert* speech to written text while a person is talking.

UNIT III: *Chapter Thirteen*

FUTURISM

The world in which we live is in a constant state of change. We do not live, work, or play exactly as our parents did — and certainly not as our grandparents did. Our grandchildren will live in a world that is very different from ours today. They will have experiences and choices and will use objects that we do not even know today.

A **futurist** is a person who studies the many kinds of changes that are taking place on our earth. Futurists compare the world of a few years ago with today's world. They then try to project these current changes in science, technology, human values, and society for the next 25, 50, or even 100 years. Futurists also try to *predict* how change in one part of our lives will affect all of the other aspects of our lives. For example, if there is a change in the **quantity** of food available for the people of the world, how will this change affect population growth, international relations, and energy use?

Although futurists recognize the importance of national and cultural identities, they generally view the earth as a single unit, not as individual countries, regions, or peoples. Futurists also view all aspects of society (food, population, energy, human rights, transportation, communication, etc.) as being interrelated, not as topics to be studied separately.

Throughout the world today, great interest exists in using human intelligence and imagination to predict **future** developments in our natural environment, in our society, and in human relations. Governments in some countries *monitor* and **influence** the operations and future plans of universities, corporations, and developers. For example, the United States Department of Commerce *regulates* foreign and domestic trade prices; the U.S. Department of Education supports specific educational programs in such areas as foreign language and **international** studies and other fields; local and municipal zoning boards determine what kinds of buildings and businesses may be developed in cities and counties. Although it has no legal **authority**, the United Nations helps to protect the open seas and skies from pollution and *abuse* by encouraging international agreements among nations. Various governmental agencies — federal, state, and local — therefore make **decisions** which affect the future of our nation and the world.

Before we can predict the future, however, we must be aware of the changes that are taking place at the present time. We must learn about the scientific and technological *breakthroughs* that will cause changes in our society and world over the next two **decades** and after. This type of information fills the pages of governmental reports, corporate publications, and professional journals.

At the same time we also must have the ability to construct, to evaluate, and finally to choose from among several possible "*alternative* futures," basing our choice upon the knowledge we have gained of those changes which are rapidly taking place today. Futuristic studies take into consideration how these possible alternative futures can be achieved or **altered** by the **deliberate**, planned actions of governments and individuals. Governments can control the type and rate of changes by such actions as changing tax laws, controlling funds, and establishing regulatory agencies.

With their research and studies, futurists hope to make contributions which will help create a better world for us and our children. In order to improve the quality of life on this **planet**, we must consider the wide range of possible futures and study the actions that will be required to *attain* or to avoid these possible futures. As inhabitants of this planet, we must consider very carefully the various human and material costs and the **risks** of all our decisions before we choose a final course of action. Today, for the first time in the history of our planet, we have the ability to influence and possibly **control** our future by being involved in the actions and decisions of our leaders. The **current** international peace and antinuclear movements are examples of how organized pressure groups influence governments throughout the world by their actions involving large numbers of people. It must be understood by all people of the world that we can change the possible future into a probable one, but we must be certain that the probable is also the desirable for all of earth's inhabitants.

Human influence and control over the future, however, is becoming more and more difficult to *exert*. Since the beginning and spread of the *Industrial Revolution*, major fundamental changes in how people live and work have taken place in our world. Not only has the number of changes increased in the past 100 years compared with the previous 100 years, but the rate of change has increased also. Today, dozens of new products are introduced on the market every year. Electricity and machines are now available in even the most *remote* and formerly *inaccessible* places on earth. As a result of this rapid rate of change, we no longer have the luxury of time to argue endlessly over a proposed change. For example, while governments, unions, and schools discuss and debate the advantages of computers, home computers are being sold by the thousands, and **robots** are replacing workers in factories.

Futurism has become an important and **popular** area of study because of the wide range of changes that are taking place, the many complex interrelationships among the changes, and the ever-increasing rate of change. The *consequences* of these changes are too important for us to possibly keep a "wait and see" attitude. The future health and safety of the people on the earth demand that we shape, guide, and control our future. The purpose of futuristic studies is to enable us to study, analyze, and discuss the various options that are available to us. Our goal is to control the human experience on a world-wide scale, with greater success than we have had in the past, to assure a better life for all. Many futurists believe that the rest of this century will indeed be an extremely critical period in the history of our planet. During the next few years it will be possible for us to make decisions and to take actions that will help determine what our future will be like.

FUTURISM

CHAPTER REVIEW EXERCISES

MULTIPLE CHOICE
DIRECTIONS: Circle the correct answer from the four choices given.

1. Futurism has become an important and popular area of study because ______________.
   A. many people are interested in robots
   B. video games are so popular
   C. changes are taking place so rapidly
   D. some countries want to gain control over other countries

2. In the future ________________.
   A. automobile accidents will increase because of higher speed limits
   B. automobile accidents will decrease because of the use of radar
   C. automobiles will use more gasoline because of larger engines
   D. pollution will increase because more automobiles will be on the road

3. A futurist is a person who studies ____________________.
   A. the culture of different countries
   B. many kinds of changes that are taking place on Earth
   C. the quality of food supplies in different countries
   D. life on other planets

4. Many agencies of the United States government make decisions that _______________.
   A. are a waste of time and do not affect most Americans
   B. help predict the weather from day to day
   C. affect the future of our nation and the world
   D. tell us which T.V. programs are worth watching

5. People can have an influence on the future by _____________.
   A. reading
   B. voting
   C. writing
   D. all of the above

TRUE OR FALSE
DIRECTIONS: Circle **T** (True) or **F** (False) after each statement.

6. Futurists compare the world of a few years ago with today's world. **T F**

7. By the next century, the human life-span may be extended by decades because of more new technology. **T F**

8. The term "future" means the same thing to all nations and people. **T F**

9. Futurists believe that people have the ability to control their future. **T F**

10. Futurists try to predict how a change in one part of our lives will affect all other aspects of our lives. **T F**

FUTURISM

Following are titles of nine interesting sample exercises concerned with "futurism" which will be helpful in understanding some aspects of our life — past, present, and future. Your teacher will introduce these exercises to you and will hand out special work sheets for the class to complete and discuss.

1. ***When My Parents Were Teenagers***

2. ***The Way We Lived, The Way We live, The Way We Shall Live***

3. ***Things to Come***

4. ***The Problems of Improvements***

5. ***A United Nations Study of the Future***

6. ***What Do You Think Is Going to Happen?***

7. ***Future Probe***

8. ***What Will Happen?***

9. ***A Study of a World Future Conference***

FUTURISM

WORDS TO KNOW

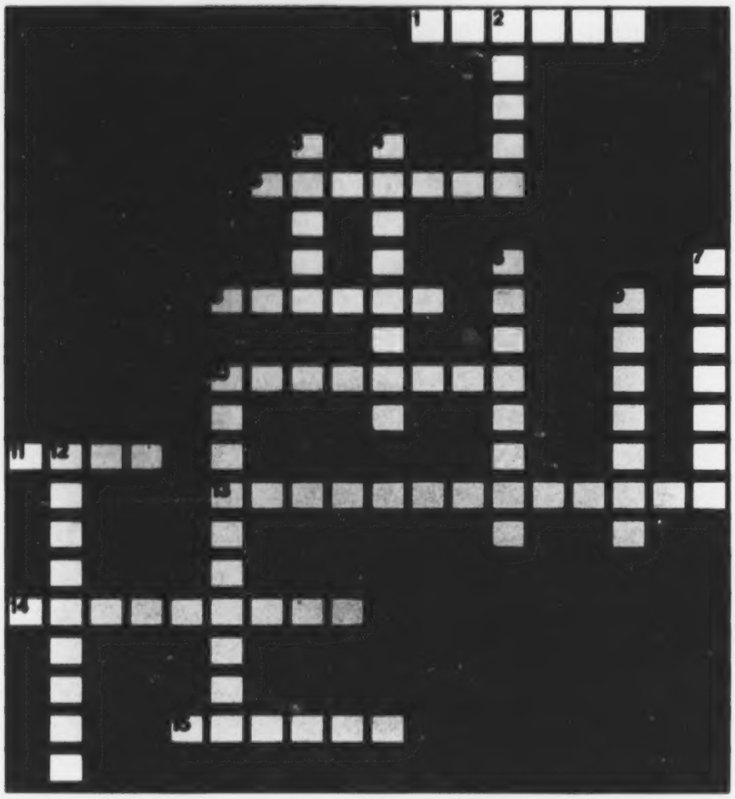
1. **alter** (v.)
2. **authority** (n.)
3. **control** (n.)
4. **current** (a.)
5. **decade** (n.)
6. **decision** (n.)
7. **deliberate** (a.)
8. **future** (n.)
9. **futurist** (n.)
10. **influence** (v.)
11. **international** (a.)
12. **planet** (n.)
13. **popular** (a.)
14. **quantity** (n.)
15. **risk** (n.)
16. **robot** (n.)

n. = **NOUN**

a. = **ADJECTIVE**

v. = **VERB**

FUTURISM



Across:

1. Mars is also called the "Red ______________".
5. Well-known; well liked; known to most.
8. Opposite of the past; several years ahead.
10. Passing of judgment on an issue.
11. A chance, possibly endangering something or someone.
13. Having to do with many countries; among various countries.
14. Power or control.
15. Exactly ten years.

Down:

2. To change; to make different.
3. A mechanical device operating in a seemingly human-like way.
4. Scientist who studies the past to predict the future.
6. A large supply; a number of things.
7. Authority to direct or regulate.
9. In effect; right now; going on at this time; in the present.
10. Done intentionally, on purpose.
12. The power to affect something or someone.

UNIT IV

Chapter Fourteen

The chapters in this book have thus far offered a rationale for understanding others through language study, giving a picture of global interdependence and the imperatives that it places upon us. The next lesson deals with **CAREERS IN THE INTERNATIONAL LANGUAGE WORLD**. This lesson outlines attractively but realistically the many possible job opportunities where language study can lead to interesting and rewarding work. Because in some fields there is a shortage of people with multilanguage abilities, jobs in these areas are especially attractive with rewarding benefits.

CAREERS IN THE INTERNATIONAL LANGUAGE WORLD

DID YOU KNOW THAT...

- Studying foreign languages increases employment opportunities.
- Studying foreign languages helps you understand foreign cultures.
- Foreign languages are essential or important as a primary or adjunct skill in over 160 occupations.
- Each major U.S. company **routinely** employs 500 to 5000 people with foreign language skills.
- The State Department considers foreign language skills necessary for **senior** promotions.
- The Armed Forces are increasing language training for officers.
- The National Academy for Sciences considers knowledge of foreign languages vital for the U.S.A. to remain **competitive** in technology, science, and trade.
- The **majority** of Americans (according to a recent national **survey**) consider command of foreign languages a useful skill.
- The U.S. government employs about 30,000 persons with a working knowledge of one or more foreign languages.
- U.S. airlines have difficulty finding personnel with foreign language skills.
- Foreign banks are opening branches in most major U.S. cities. New York alone has nearly 200 of these banks which need employees with foreign language skills.
- Foreign companies are increasing investments in the U.S.A. and opening new plants.
- 856 radio stations in the U.S.A. broadcast in 58 foreign languages.
- The media increasingly need reporters and journalists with a knowledge of foreign languages and cultures.
- Twenty million foreign travelers **annually** spend more than eight billion dollars in the U.S.A. and increasingly expect foreign language skills from Americans.

UNIT IV: *Chapter Fourteen*

CAREERS IN THE INTERNATIONAL LANGUAGE WORLD

Have you ever wondered why foreign language classes are an important part of the high school *curriculum*? In the United States, a person can travel from coast to coast and communicate entirely in English. Why, then, are high schools and colleges placing more emphasis on the study of foreign languages? In part, it is because there is a need for people with good foreign language skills in today's job market. Exciting foreign language **careers** are available!

A foreign language can be either the core of a person's job or a complement to it. Most people are familiar with the jobs which demand expertise or near-native **competency** in a second language. Interpreters, translators, and bilingual or foreign language teachers must be **fluent** in the languages with which they work. They must have **acquired accuracy**, proficiency, and efficiency in both the first and second languages, which are the "core" of their work and essential to their jobs.

Foreign language ability can also *complement* other **marketable** skills and be considered an additional *asset* in the job market. There are many jobs available for people who have language skills in addition to their technical, business, or professional talents. Take a look at some of the areas where a language can increase the chance of getting a good job:

Business and Commerce:

Most "big business" in America has become more *international* in scope. Some 3200 U.S. firms have branches or representatives **abroad**, and over 1500 foreign businesses have interests in the U.S.A. A second language can be very helpful to employees of these companies.

Financial:

With the *expansion* of international business operations, international banking and **finance** offer opportunities for success in the financial world to those with foreign language *qualifications.*

Secretarial and Clerical:

Opportunities are vast in the secretarial and clerical areas, as many executives do not have language skills and must **hire** and **rely** heavily upon assistants who do.

Civil Service:

The Federal Government is the

largest employer in the United States, employing more than two and one-half million people. At the same time, the government is the largest employer of individuals with foreign language skills.

Library Science:

Almost all libraries handle books, reference works, and periodicals in a number of different languages. Reference librarians, therefore, should have a reading knowledge of at least one foreign language in order to review, order, and catalogue these materials.

Media:

Journalists often need foreign language skills to deal with foreign-speaking clients, both here and abroad. The foreign language is certainly an asset in interviewing foreign visitors and in interpreting *quotable* items from foreign publications. Fluency in the foreign language is, of course, essential for foreign correspondents working abroad for the international press associations.

Publishing:

Foreign language skills are useful for *editors*, editorial assistants, executives, proofreaders, and secretaries of many publishing houses. These skills are particularly beneficial to those publishers that deal with marketing books abroad, with translations, or with foreign language textbooks.

Social Work:

Most social service agencies are in cities where there are concentrations of minority groups and immigrants, so they need case workers who speak another language in addition to English. State and local service agencies all may need bilingual or multilingual social work personnel, depending on the language groups present in the community.

Travel and Tourism:

The increase in the number of foreign **tourists** visiting our country has made bilingualism an important skill in the travel industry. There are reception programs sponsored by the U.S. Travel Service, and bilingual receptionists are employed by the major airports. Even smaller travel agencies can use people with language skills to deal with, for example, the Mexican tourist industry.

Hotels and Motels:

Desk clerks, hotel managers, switchboard operators, and restaurant employees can greatly improve their services to foreign visitors with knowledge of a foreign language. The foreign language skill, then, complements the necessary skills required for each individual job.

Transportation:

The ever-growing tourist trade and the expansion of the international business industry **require** transportation on the international airlines. Foreign language skills are therefore necessary for flight attendants, stewardesses, and stewards on these airlines as well as for **personnel** in the train, bus, and ship industries.

Technical and Engineering:

International companies are very likely to need technical and engineering staffs with language proficiency. This includes companies with plants abroad, as well as those manufacturing machinery in the United States for use **abroad**.

Science:

While English leads as the most important language of science, Russian runs a close second. German and French are next in line with a smaller percentage of the scientific publications. Serious research scientists learn other languages in order to keep up with the latest developments in their fields. All primary sources in the scientific world are then available to them, and because of their own proficiency they need not rely upon translations which are often very slow to appear.

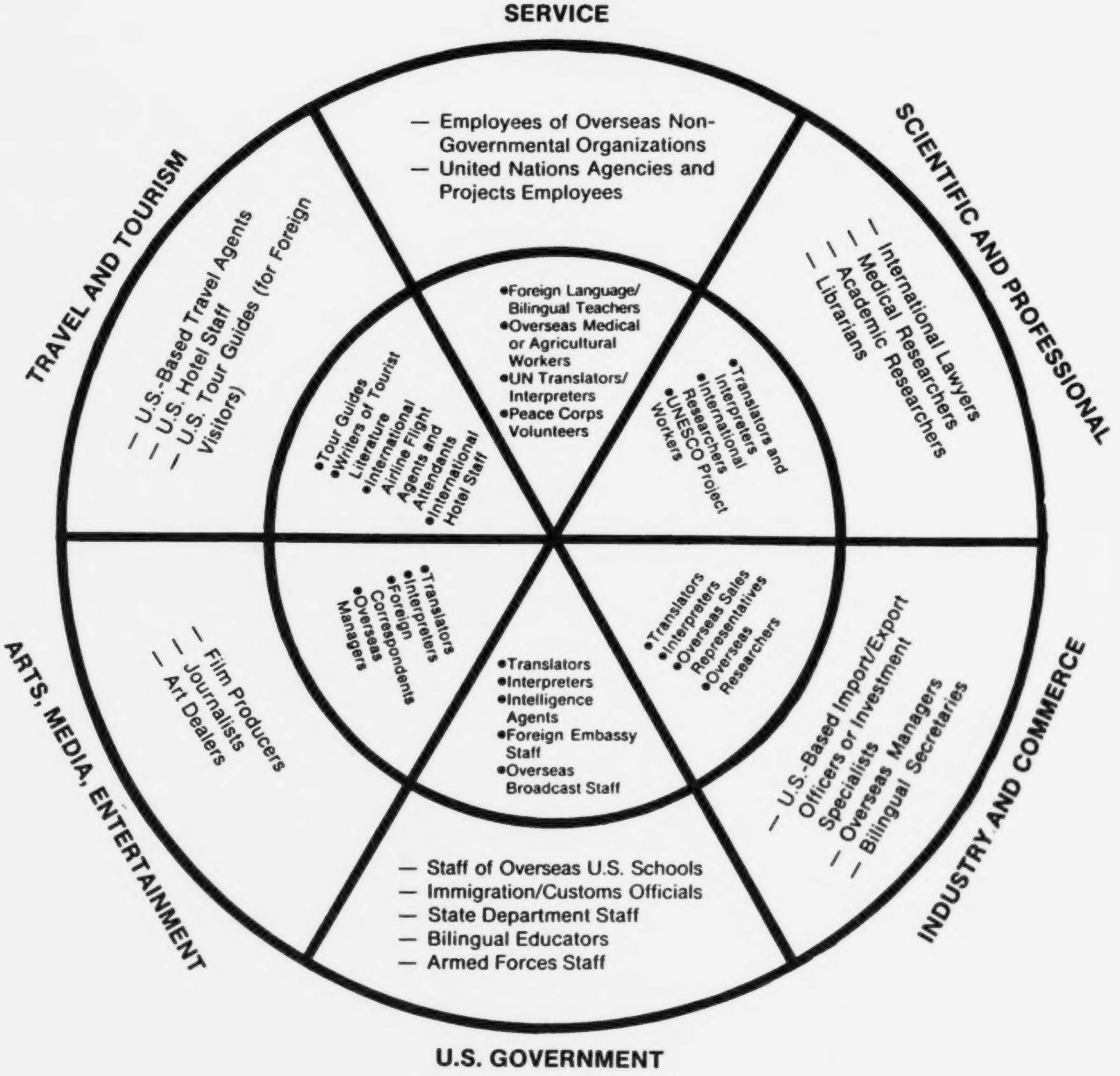
Law:

Foreign language skills are necessary for lawyers who represent members of ethnic minority and immigrant groups, those who do **legal** aid work, or those who specialize in international law or business.

Higher Education:

Professors in colleges and universities doing research need to be able to deal with information sources in their fields, whether they are magazine articles, books, journals, or other people -- with whom researchers must interact in a language which will help them do their work well.

"PUTTING LANGUAGES TO WORK IN A WORLD OF OPPORTUNITIES"


SERVICE
— Employees of Overseas Non-Governmental Organizations
— United Nations Agencies and Projects Employees
•Foreign Language/ Bilingual Teachers
•Overseas Medical or Agricultural Workers
•UN Translators/ Interpreters
•Peace Corps Volunteers
SCIENTIFIC AND PROFESSIONAL
— International Lawyers
— Medical Researchers
— Academic Researchers
— Librarians
•Translators and Interpreters
•International Researchers
•UNESCO Project Workers
INDUSTRY AND COMMERCE
— U.S.-Based Import/Export Officers or Investment Specialists
— Overseas Managers
— Bilingual Secretaries
•Translators
•Interpreters
•Overseas Sales Representatives
•Overseas Researchers
U.S. GOVERNMENT
— Staff of Overseas U.S. Schools
— Immigration/Customs Officials
— State Department Staff
— Bilingual Educators
— Armed Forces Staff
•Translators
•Interpreters
•Intelligence Agents
•Foreign Embassy Staff
•Overseas Broadcast Staff
ARTS, MEDIA, ENTERTAINMENT
— Film Producers
— Journalists
— Art Dealers
•Translators
•Interpreters
•Foreign Correspondents
•Overseas Managers
TRAVEL AND TOURISM
— U.S.-Based Travel Agents
— U.S. Hotel Staff
— U.S. Tour Guides (for Foreign Visitors)
•Tour Guides
•Writers of Tourist Literature
•International Airline Flight Agents and Attendants
•International Hotel Staff

CAREERS UTILIZING FOREIGN LANGUAGES

CAREERS IN THE INTERNATIONAL LANGUAGE WORLD

CHAPTER REVIEW EXERCISES

MULTIPLE CHOICE
DIRECTIONS: Circle the correct answer from the four choices given.

1. In ____________________ a student can graduate from college without having studied a foreign language
   A. England
   B. Japan
   C. United States
   D. none of the above
2. In the fields of law, social work, and education, more bilingual persons are needed because of an increase in ____________________.
   A. crime
   B. energy
   C. immigrants
   D. welfare
3. Global understanding can be improved through __________.
   A. increased foreign language study
   B. increased technology
   C. increased overseas investments
   D. decreased immigration quotas
4. The United States requires every high school graduate to study ____________________.
   A. a foreign language
   B. global interdependence
   C. computers
   D. none of the above
5. Out of the following career fields ____________________ does **not** normally make use of foreign language skills.
   A. business
   B. civil service
   C. broadcasting
   D. medical technology

TRUE OR FALSE
DIRECTIONS: Circle **T** (True) or **F** (False) after each statement.

6. There are many career opportunities in the financial fields requiring a foreign language background. **T F**
7. Bilingual workers are needed in social work because of the large concentrations of minority groups and immigrants in major United States cities. **T F**
8. Because the tourist trade is decreasing, bilingual workers are not needed in transportation. **T F**
9. The United States government has no need for persons who can speak one or more foreign languages. **T F**
10. Learning new languages is unimportant today since nearly everyone now knows English. **T F**

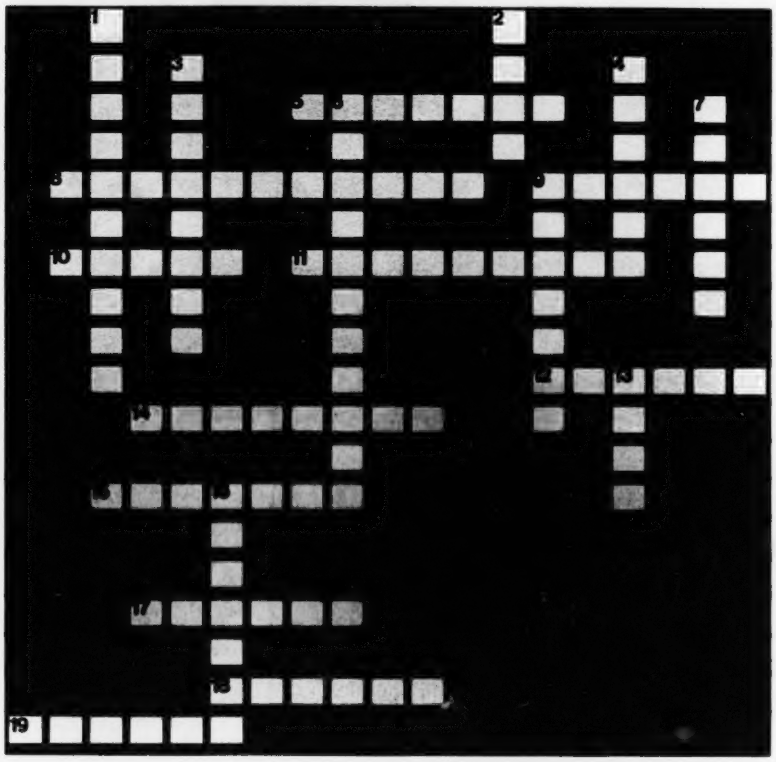
CAREERS IN THE INTERNATIONAL LANGUAGE WORLD

WORDS TO KNOW

1. **abroad** (adv.)
2. **accuracy** (n.)
3. **acquire** (v.)
4. **annual** (a.)
5. **career** (n.)
6. **competence** (n.)
7. **competitive** (a.)
8. **finance** (n.)
9. **fluent** (a.)
10. **hire** (v.)
11. **legal** (a.)
12. **majority** (n.)
13. **market** (n.)
14. **personnel** (n.)
15. **rely** (v.)
16. **requirement** (n.)
17. **routine** (n.)
18. **senior** (n.)
19. **survey** (n.)
20. **tourist** (n.)

n. = **NOUN** a. = **ADJECTIVE** adv. = **ADVERB** v. = **VERB**

CAREERS IN THE INTERNATIONAL LANGUAGE WORLD



Across:

5. To get something; to obtain.
8. Three years of English is a ______________ for high school graduation.
9. If one speaks a language well, one is ______________ in the language.
10. The court is a place where l———— matters are taken care of.
11. Employees collectively.
12. One's job or way of making a living.
14. The greater part of something; at least one more than half of a group.
15. Habit or usual activity.
17. Going overseas or traveling a—————— teaches you many things.
18. A document or an activity that asks questions or wants opinions.
19. A place where things are bought and sold.

Down:

1. A skill or an ability in some area is called c——————————.
2. Opposite of to fire someone.
3. Correctness; ability to work without errors or mistakes.
4. Yearly; every year.
6. Having a need to be the best in a contest.
7. The oldest one; above junior.
9. A f——————— class teaches you about money and business matters.
13. "You can depend on me, you can r——— on me to help you."
16. One who visits foreign places.

UNIT IV

Chapter Fifteen

The final lesson deals with the **UNITED NATIONS**, now over forty years old. Its history is presented as a logical, necessary outcome of the violence and destruction of World War II. The structure of the U.N. is detailed, as are some of its agencies. U.N. teams and forces visit individual countries to help residents learn to grow food better or learn new ways of producing goods or educating children. Its cultural exchange programs are vital in furthering understanding between people and among communities. Its peace-keeping forces volunteer to serve in danger spots where needed. It provides public forums for consideration of international disputes. This lesson also outlines the role the United States has taken in the formation and upkeep of the United Nations. The United Nations is recognized as an important organization but one which often acts in ways which run counter to U.S. interests and wishes. Still, the U.N. is the best mechanism we have yet been able to devise for bringing about global understanding. But the first step toward global understanding and peace is the desire for it and the basic tools are language and communication, to all of which this book is dedicated.

THE UNITED NATIONS

DID YOU KNOW THAT...

- The U.N. was formally organized on October 24, 1945.
- 177 countries belong to the U.N. to date.
- The official languages of the U.N. are Arabic, Chinese, English, French, Russian, and Spanish.
- The working languages of the U.N. are English and French; and in the General Assembly, the languages used are English, French, Arabic, Chinese, Spanish, and Russian.
- The Headquarters of the U.N. is in New York City, in the U.S.A.
- The flag of the U.N. is a light blue, with the U.N. emblem in white in the center of the flag.
- The *principal* bodies of the U.N. are the General Assembly, the Security Council, the Economic and Social Council, the Trusteeship Council, the International Court of Justice, and the Secretariat.
- The General Assembly meets once a year from mid-September to mid-December (and some weeks into the new year if it is necessary).
- The General Assembly consists of all members of the U.N. Each member-country can have five delegates and five alternate delegates representing it in the General Assembly.
- Each country in the General Assembly has one vote.
- The General Assembly is divided among the six main committees and a Special Political Committee.
- There are five permanent and ten non-permanent members of the Security Council who are elected for two-year terms by a two-thirds majority of the General Assembly.
- The primary responsibility of the Security Council is the maintenance of peace and security in the world.
- The Security Council has 15 members.
- Each member-country of the Security Council has one representative and one vote.

UNIT IV: *Chapter Fifteen*

THE UNITED NATIONS

The story of the United Nations begins after the end of World War II. This was a *devastating* and most destructive war. Millions of people died, tragic destruction took place; people were left homeless, hungry, frightened and lost--many of them were crippled or maimed. Atomic weapons had been used to end this war. Atomic weapons can cause untold devastation. You may have read in a **history** book or newspaper or even watched a T.V. program about the use of atomic weapons to destroy Hiroshima and Nagasaki, cities in Japan which were devastated by these weapons.

Before this terrible war took place, after the first World War (during the 1920's and 1930's) many countries had tried to form an organization to settle some of the world's problems peacefully, but it was largely unsuccessful. This **organization** was formed in 1920 and was called *The League of Nations*. The main problem was that **several** of the world's important nations refused to join this organization. Among them was the United States, which after World War I became increasingly *isolationist*, not wanting involvement with other countries. The League of Nations really had no power to *enforce* its decisions and thus could not help prevent small wars between countries from growing into large wars. Eventually, many countries *resigned* from the League and the organization fell apart.

In 1945, however, at the end of World War II, the United States, England, France, Russia, and China took the lead in forming a new organization to which all the countries of the world could belong. It was decided that the countries belonging to this new organization would meet on a **permanent** basis to seek **solutions** to the world's problems. It was also decided that for this organization to be successful, all the nations which joined — besides contributing money to the organization to support it — had to give up a little of their power so that this organization could enforce, if just in some small way, its decisions. One of the major problems which this organization was faced with was how to keep peace between different nations... how to keep countries from having **conflicts** with each other. In addition to finding peaceful solutions to conflicts between nations, there were other major world problems which this organization had to tackle, like hunger and food shortages, health problems in different countries, injustice and poverty in many countries, lack of medicine and hospitals, and the problems of people who are homeless and need **shelter**. These people are called *refugees* because war and destruction have forced them to leave their countries and take refuge elsewhere.

This organization became the *United Nations*. It was established on October 24, 1945, and it was decided by all the countries which formed the United Nations that its **headquarters** would be in the United States of America. The city of New York was chosen as the *site* for what we call today U.N. Headquarters. Perhaps you have been there or at least have seen pictures or postcards of the U.N. building with its many flags surrounding it. These flags represent over 177 nations which belong to the United Nations. The U.N. is a very *strictly* organized *institution* and all its member-countries must follow the rules and procedures of the organization.

In dealing with the many problems and concerns around the world, the U.N. had to establish agencies within itself to consider and solve specific problems that different countries of the world are experiencing. Many people work for these U.N. agencies and are experts in handling special problems. There are thousands more people who **volunteer** their time and skills to help the U.N. agencies accomplish their work. For example, there are U.N. health teams who have helped virtually to rid the world of smallpox which *plagued* the world for centuries. These teams are made up of doctors, nurses, researchers, and other volunteers who travel to distant countries and help the native people get well and overcome the many diseases that *threaten* their lives. These health teams carry out health programs and immunization (giving men, women, and children shots to protect them against disease).

Other U.N. teams or *forces* help farmers in different countries learn to grow food more efficiently. The farmers learn new **techniques** to improve their crop growth and better ways to use the soil. U.N. teams have also trained teachers, doctors, and nurses around the world, especially in poor or *underdeveloped countries*. People in these countries are able to use the training and the information to help their own people improve living conditions. There are U.N. agencies which specifically help the refugees from various wars around the world. U.N. forces help refugees get food and clothing, medical supplies and shelter, and they even help to educate the refugees. In the 1980's, for instance, there have been refugees from Lebanon, Cyprus, and Cambodia who have received help from the U.N.

Besides helping countries and people around the world, the U.N. and its agencies also *sponsor* cultural exchanges between many countries in order to promote good will and understanding between people of different nations. One could say that the U.N. was the very first institution in modern times to carry out actual ethnic festivals, where people of different countries share their **customs**, language, music, food, and traditions with each other.

When you stop to think about it, the United Nations sounds like a marvelous organization that helps to make people happy, healthy, and free from trouble. This may be true to a certain extent, but the work of the U.N. isn't always easy and it is work that seems never to be finished. Once a job is completed in one country, the U.N. is already on its way to another country. The work of the United Nations takes a lot of time, energy, and "people power." This means that hard work goes into everything that the U.N. does and this work is done by many men and women who are out in the field, in the places where the job needs to be done.

We know there are many people who work for the U.N. who travel to different parts of the world to give help and special assistance, but what about the people who actually run or operate the U.N.? Who are the people who make the decisions?

In a way, the United Nations is similar to the Congress of the United States. There is a *General Assembly* to which all member-countries belong. It is in the General Assembly that countries can **debate**, state their opinions and *grievances*, seek solutions to their problems, and just be heard. The General Assembly elects a secretary-general to head the

U.N. For very important or major problems such as wars, the *Security Council* has the responsibility of maintaining peace and *security* around the world. The Security Council is made up of 15 members, five permanent and ten non-permanent **members**. It is only the permanent member-countries, the United States, Great Britain, France, Russia, and Japan, of the Security Council that have the power to **veto** the Council's decision. This presents a problem, however, in that the Council needs a *unanimous* vote (all in total agreement) to pass a decision — and we all know how difficult it is to get a group of many different people to agree on one thing! Other very important work of the Security Council is sending troops from one country to another. These troops are volunteers, soldiers whose job it is to help fight against *agression* or to act as peace-keepers in a troubled area of the world.

One of the most important things that the Security Council of the U.N. has managed to do is to help **prevent** small wars from growing into large ones. Sometimes differences and *disputes* between countries cannot be prevented, but because these countries know that there is a place to discuss problems peacefully and that special meetings can be called for this **purpose**, it can truly be said that the United Nations serves a very important purpose.

We have begun to understand what the U.N.'s purpose is and what some of its work includes. However, in recent times, the United Nations has been *criticized*. Some people, including many in the United States, believe that the U.N. has not taken strong enough action on various world *crises*. (Why do you suppose this is **difficult** for the U.N. to do?) Some people in the U.S.A. or in other countries do not like some of the U.N.'s decisions when the decisions go against ways of thinking of various countries. It has also been pointed out that, in spite of what the U.N. has tried to do, dozens of wars are still going on around the world. (Can you think of examples of conflicts that are going on right now in different areas of the world?)

Every now and then, we get a glimpse of what is on the minds of the world's nations when we see a news program that shows a meeting of the U.N. This is usually a very important meeting that makes the news because an important decision is being discussed among all the U.N. member-countries. We can usually see the name of the country on a card in front of a country's representative. Often we see the United States' representative speaking about various points. It all looks very **serious** and exciting to us, and actually the meetings in the U.N., whether it is the General Assembly or the Security Council, take a lot of time and a lot of patience. Even though every member-country is expected to attend the meetings, sometimes a country's representative is absent for one reason or another. If we could secretly enter the U.N. General Assembly and peek in on what is going on, we would spot right away the countries that have the most to say and those that do not. (Why do you suppose there are some countries that have more to say than others?)

One country which has taken a **leadership** role in the United Nations is our own United States of America. There are many reasons for this. First, the United States was one of the original founders of the U.N. Also, the U.N. is headquartered in the U.S.A., in New York City. The U.S.A. is a major financial contributor to the United Nations. It is the U.S.A. that has so often sent health, education, engineering, and teaching teams to assist underdeveloped countries in the world. Also, through various relief organizations in the U.N., the United States of America has given billions of dollars in food and medical supplies to various needy countries. Did you know that the U.S. Ambassador to the U.N. is *appointed* by the President of the United States? Some of the famous U.N. *ambassadors* have been Adlai Stevenson, Andrew Young, Eleanor Roosevelt (who was the first woman U.S. Ambassador to the U.N.), Ralph Bunche (Nobel Prize winner), and Mrs. Jeanne Kirkpatrick (who recently resigned as U.S. ambassador to the U.N.). These names may not be familiar to you right now, but as you grow older and new *ambassadors* are appointed, you will one day remember seeing their faces on television or in newspapers and magazines.

The United States of America does indeed have a very important role to play in the United Nations. In fact, recently, because the U.S.A. did not like certain U.N. decisions, it has threatened to *reduce* its financial contributions to the U.N. What do you think about this? Is the U.S. right or wrong for wanting to take this action? Mrs. Kirkpatrick, then the U.S. ambassador to the United Nations, said in a *New York Times* article in January of 1984 that "the United States needs to learn to use its world power to influence the conduct of business inside the United Nations." This kind of statement and many others by both U.S. officials and international leaders indicates the great and growing concern about the role of the United Nations today. It has certainly come a long way since 1945 and world leaders will admit that the United Nations has accomplished much in trying to keep world peace and to help troubled countries around the world. On the other hand, can the United Nations survive and still be an effective organization in a globally interdependent world that is filled with multiple problems, including the threat of nuclear war?

Here is the official statement of the purpose of the United Nations:

> *"The United Nations is an association of states which have pledged themselves, through signing the Charter, to maintain international peace and security and to cooperate in establishing political, economic, and social conditions under which this task can be securely achieved. Nothing contained in the Charter authorizes the organization to intervene in matters which are essentially within the domestic jurisdiction of any state."*

THREE EXAMPLES OF AGENCIES WITHIN THE UNITED NATIONS

1. **UNHCR** (Office of the U.N. High Commissioner for Refugees)
   This agency was established in 1951 by the General Assembly for a duration of three years. Since 1954, the work of the agency has been renewed for 5-year periods. The agency's main function is humanitarian and non-political: to provide international protection for refugees, to seek permanent solutions to their problems, and to help refugees gain resettlement in their original country of residence.

2. **UNICEF** (United Nations International Childrens Education Fund)
   This agency was established by the U.N. General Assembly in 1946. It functions under the Economic and Social Council. It assists child health, nutrition, and welfare programs in 116 countries and territories. Its work is financed through voluntary contributions from governments and from donations of the public.

3. **UNESCO** (United Nations Educational, Scientific, and Cultural Organization)
   While the constitution for UNESCO was drafted in 1945, the organization actually came into being one year later, on November 4, 1946. The organization's primary aim is to contribute to peace and security in the world by promoting collaboration among nations through education, science, culture, and communication. To realize these aims, UNESCO expands and guides education so as to enable the people of every country to take their own development in hand more effectively. UNESCO has 144 members and two associate members.

THE UNITED NATIONS

CHAPTER REVIEW EXERCISES

MULTIPLE CHOICE
DIRECTIONS: Circle the correct answer from the four choices given.

1. The United Nations was formed after the failure of the
   ____________________.
   A. Continental Congress
   B. Helsinki Accords
   C. League of Nations
   D. Paris Peace Treaty

2. The United Nations Security Council needs a ____________ vote to pass a decision.
   A. majority vote
   B. two-thirds majority vote
   C. unanimous vote
   D. one-third vote

3. Out of the following,
   ____
   was not among the leading countries that formed the United Nations.
   A. China
   B. Russia
   C. Spain
   D. United States

4. All member-countries of the United Nations belong to the
   ____________________.
   A. General Assembly
   B. League of Nations
   C. Security Council
   D. none of the above

5. The United Nations Headquarters is located in
   ____________________.
   A. Chicago
   B. Los Angeles
   C. New York City
   D. Washington, D.C.

TRUE OR FALSE
DIRECTIONS: Circle **T** (True) or **F** (False) after each statement.

6. The United Nations has agencies whose main job is to help solve special problems of different countries in the world. **T F**

7. All member-countries in the United Nations have a voting representative on the Security Council. **T F**

8. There are six official languages of the United Nations. **T F**

9. The United States has always been a major leader in the United Nations because of its many contributions to the organization. **T F**

10. The League of Nations was a successful organization for settling world problems in the 1920's and 1930's. **T F**

THE UNITED NATIONS

EXERCISE #1: *WORD FIND*

DIRECTIONS: Try to find these words in the text. With help from your teacher and a dictionary, write the definitions of these words on the back of this page.

The League of Nations
solution
conflict
refugee
headquarters
strictly
institution
member-countries

forces
underdeveloped countries
dispute
ambassador
sponsor
General Assembly
debate
grievance

Security Council
security
permanent
unanimous
volunteer
aggression
crisis
United Nations

EXERCISE #2: *FILL-IN*

DIRECTIONS: In each of the following sentences, fill in the correct words to complete the statement (You may refer to the chapter if needed).

1. The U.N. was established in 19______ right after ________________.
2. U.N. Headquarters is in ________________.
3. An unsuccessful organization formed before the U.N. was called the ________________ ________________.
4. Differences between people or countries are called ________________.
5. The U.N. has sent teams to ________________ countries to help them improve their living conditions.
6. The ________________ ________________ is one of the original founders of the U.N.
7. The ________________ ________________ has the important job of keeping peace and security in the world.
8. This Council needs a ________________ vote to pass a decision.
9. When member-countries of the U.N. meet in the General Assembly, they often try to seek a ________________________ to different problems.
10. Besides helping countries and people around the world, the U.N. and its agencies ________________ cultural exchanges between people of different nations.

THE UNITED NATIONS

WORDS TO KNOW

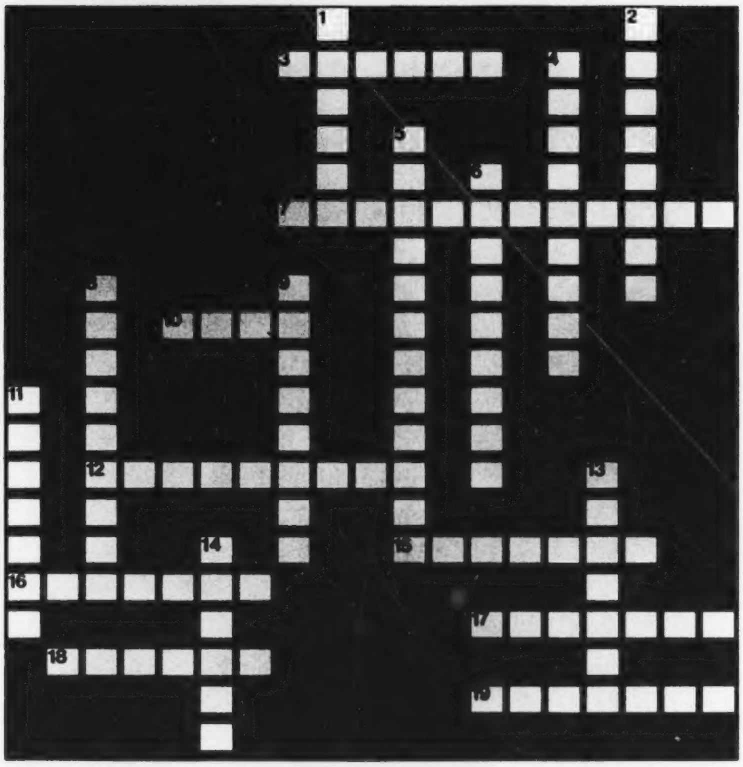
1. **conflict** (n.)
2. **custom** (n.)
3. **debate** (v.)
4. **difficult** (a.)
5. **headquarters** (n.)
6. **history** (n.)
7. **leader** (n.)
8. **member** (n.)
9. **organization** (n.)
10. **permanent** (a.)
11. **prevent** (v.)
12. **purpose** (n.)
13. **serious** (a.)
14. **several** (a.)
15. **shelter** (n.)
16. **solution** (n.)
17. **technique** (n.)
18. **veto** (n.)
19. **volunteer** (v.)

n. = **NOUN**

a. = **ADJECTIVE**

v. = **VERB**

THE UNITED NATIONS



Across:

3. Someone who is a part of a group or organization.
7. A structured group of people who have the same purpose and interests.
10. An official "no" vote; the power to prohibit action.
12. A special way of doing something.
15. A safe place; a place of protection.
16. Opposite of funny or silly.
17. Opposite of few.
18. To discuss all sides of an issue or topic.
19. A record or story of people and events of the past.

Down:

1. Person who is in front or at the head of a group.
2. Opposite of harmony or agreement; a fight.
4. Lasting forever; staying the same.
5. The official base of an organization; the home base of a company.
6. Opposite of easy.
8. To give of one's time and effort, usually for no pay; to contribute time to a cause.
9. The answer to a problem or mathematical equation.
11. Your reason for doing something.
13. To stop something from happening.
14. Something done on a regular basis; usual practice; a habit of a culture.

GLOSSARY

1. **abroad** (adv.)	Overseas; in another land, across an ocean.
2. **abundant** (a.)	Much; in plentiful supply.
3. **accept** (v.)	To agree to receive something; to take something.
4. **accomplishment** (n.)	Achievement; work completed satisfactorily.
5. **accuracy** (n.)	Correctness; ability to work without making errors.
6. **acquire** (v.)	To get something; to obtain.
7. **adapt** (v.)	To adjust or change, usually for the better.
8. **advantage** (n.)	Something positive or of benefit.
9. **alter** (v.)	To change; to make different.
10. **alternative** (n.)	Another choice or way to do something
11. **among** (p.)	With; in the midst of.
12. **ancestor** (n.)	A relative from long, long ago from whom you are descended.
13. **ancient** (a.)	Very old.
14. **annual** (a.)	Yearly, every year.
15. **apologize** (v.)	To say you are sorry.
16. **appreciate** (v.)	To be thankful for; to be grateful for.
17. **approximate** (a.)	Nearly; almost; not exact.
18. **astronomy** (n.)	Study of the stars and planetary system.
19. **authority** (n.)	Power or control; decision-making power.
20. **available** (a.)	On hand; able to be easily gotten.
21. **avoid** (v.)	To shun; to try to keep away from.
22. **awkward** (a.)	Clumsy, uncoordinated.
23. **backward** (a.)	Not sophisticated; slow to learn; the opposite of forward.
24. **behavior** (n.)	Way of acting; one's actions or manners.
25. **belief** (n.)	An individual's idea; opinion or conviction.
26. **blend** (v.)	To mix or combine smoothly.
27. **borrow** (v.)	To receive as a loan; to get something which you intend to return.
28. **boundary** (n.)	Outer edge of territory, thing marking a geographic limit.

(a.) = **ADJECTIVE** (adv.) = **ADVERB** (n.) = **NOUN**

(p.) = **PREPOSITION** (v.) = **VERB**

29. **brief** (a.)	Short; not long.
30. **capital** (n.)	Main city where the government of a state or place is located.
31. **capital** (n.)	Money invested or used to produce income.
32. **career** (n.)	A profession; one's job.
33. **century** (n.)	A period of 100 years.
34. **citizen** (n.)	A legal member of a nation or country.
35. **claim** (v.)	To demand or ask for something; to declare possession.
36. **common** (a.)	Found everywhere; usual; not strange; shared.
37. **compare** (v.)	To examine and show differences or similarities.
38. **competence** (n.)	Skill or capability.
39. **competitive** (a.)	Having a need to rival others; wanting to be the best.
40. **conflict** (n.)	Fight; disagreement; opposite of harmony or agreement.
41. **conservation** (n.)	The saving or protecting of resources, property.
42. **consumer** (n.)	Someone who uses something.
43. **contribute** (v.)	To give, offer, or donate something.
44. **contribution** (n.)	Donation; something given.
45. **control** (n.)	Authority or ability to regulate, direct, or dominate.
46. **convert** (v.)	To change something into something else; transform.
47. **convince** (v.)	To prove something; to persuade.
48. **cooperate** (v.)	To work together.
49. **crop** (n.)	A food product grown by a farmer.
50. **crucial** (a.)	Critical; severe.
51. **current** (a.)	In effect; right now; going on at this time.
52. **custom** (n.)	Something done on a regular basis; habit of a culture.
53. **debate** (v.)	To discuss all sides of an issue or topic.
54. **decade** (n.)	Exactly ten years.
55. **decision** (n.)	The passing of judgment on an issue under consideration.

(a.) = **ADJECTIVE** (n.) = **NOUN** (p.) = **PREPOSITION** (v.) = **VERB**

56. **deliberate** (a.)	Done intentionally, on purpose, with intent.
57. **density** (n.)	The degree to which anything is filled or occupied; thickness.
58. **difficult** (a.)	Opposite of easy.
59. **diminish** (v.)	To decrease, lessen, or make smaller.
60. **dislike** (v.)	To feel distaste for.
61. **distinctive** (a.)	Unique; quite different from the rest.
62. **distribute** (v.)	To pass something out to two or more people.
63. **double** (v.)	To enlarge to twice the original size.
64. **dozen** (a.)	Exactly 12 (twelve).
65. **economy** (n.)	The way an individual, family, group, or country manages its wealth.
66. **efficient** (a.)	Capable of operating with little or no waste.
67. **elder** (n.)	Someone who is older than you, like a senior citizen.
68. **election** (n.)	Selection of officials by voting.
69. **energy** (n.)	Power to run machinery.
70. **enrich** (v.)	To add to or make better; to give greater value to.
71. **enter** (v.)	To go into or come into a place.
72. **entire** (a.)	Complete; all; whole.
73. **event** (n.)	A happening; occurrence.
74. **exact** (a.)	Precise; to the point; correct.
75. **examine** (v.)	To look at or study carefully.
76. **example** (n.)	A model; a sample.
77. **expensive** (a.)	Opposite of cheap; costly.
78. **explore** (v.)	To travel for the purpose of discovery.
79. **export** (v.)	To send goods to other countries.
80. **faith** (n.)	A belief in something or someone.
81. **familiar** (a.)	Well known; customary; accepted in common usage.
82. **far** (a.)	Opposite of near.
83. **fear** (v.)	To be afraid of.
84. **feature** (n.)	A noticeable part of something; a trait.

(a.) = **ADJECTIVE** (n.) = **NOUN** (p.) = **PREPOSITION** (v.) = **VERB**

85. **final** (a.)	The very last; coming at the end.
86. **finance** (n.)	Money matters.
87. **fluent** (a.)	Having the ability to use a language easily and well.
88. **foreign** (a.)	Not familiar; outside of one's own country.
89. **former** (a.)	Earlier; having held the position previously; first of two.
90. **fuel** (n.)	Anything used to make heat or energy.
91. **future** (n.)	Opposite of the past, the period that lies ahead.
92. **futurist** (n.)	Scientist who studies past and present to predict future.
93. **geographic** (a.)	Pertaining to a feature of the earth or its topography.
94. **global** (a.)	Worldwide; around the sphere of the earth.
95. **goal** (n.)	What one aims for; something one strives to attain.
96. **greedy** (a.)	Wanting everything for yourself.
97. **greet** (v.)	To welcome someone; to say hello.
98. **headquarters** (n.)	Official base of an organization; home base of a company.
99. **hire** (v.)	To employ a person, to take a person into the work force.
100. **Hispanic** (n.)	Person of Spanish origin; Spanish-speaking person.
101. **historian** (n.)	Someone who studies/writes history or an account of past events.
102. **history** (n.)	A record or story of people and events of the past.
103. **hope** (n.)	A feeling of wanting something to happen; a wish.
104. **identity** (n.)	Characteristics by which someone/something is known; nature; name.
105. **illustrate** (v.)	To show or draw something.
106. **immigrant** (n.)	What one is called who comes to a new country.
107. **imply** (v.)	To suggest or hint at something.
108. **improve** (v.)	To make better.
109. **independent** (a.)	On one's own; not wanting assistance or authority.

(a.) = **ADJECTIVE** (n.) = **NOUN** (p.) = **PREPOSITION** (v.) = **VERB**

110. **industrial** (a.)	Having to do with the commercial production and sale of goods and services.
111. **influence** (v.)	To have an effect on something or someone; to affect.
112. **information** (n.)	News, knowledge; data about something.
113. **inhabitant** (n.)	One who lives in or occupies a place.
114. **inside** (adv.)	Within.
115. **interdependence** (n.)	The state of relying on other people or other countries; mutual sharing.
116. **international** (a.)	Having to do with many countries; among various lands.
117. **introduce** (v.)	To tell each other's names upon meeting; to begin consideration of a new idea.
118. **island** (n.)	Land surrounded by water on all sides.
119. **issue** (n.)	A concern; something widely discussed.
120. **job** (n.)	Occupation; work done, usually for money.
121. **labels** (n.)	Signs; names put on things.
122. **labor** (n.)	Work.
123. **lack** (v.)	To be missing something; to be without something.
124. **leader** (n.)	Person in charge; the person in front of a group.
125. **legal** (a.)	Within the law; having to do with the law.
126. **limit** (n.)	The end or edge; the boundary.
127. **logical** (a.)	Intellectually acceptable; sensible; as expected.
128. **majority** (n.)	One more than half of a group.
129. **market** (n.)	Place where things are bought and sold.
130. **measure** (v.)	To find out the size of something; to get dimensions.
131. **medicine** (n.)	Something taken when one is ill (eaten, drunk, put on skin).
132. **member** (n.)	Someone who is a part of a group or organization.
133. **migration** (n.)	Movement from one country or place to another.
134. **minority** (n.)	A lesser amount; a sub-group; smaller than half of the total.

(a.) = **ADJECTIVE**   (adv.) = **ADVERB**   (n.) = **NOUN**
(p.) = **PREPOSITION**   (v.) = **VERB**

135. **modern** (a.)	Opposite of ancient or old; current; of the present time.
136. **negative** (a.)	Opposite of positive.
137. **neglect** (v.)	To be careless about looking after something/someone.
138. **newcomer** (n.)	Someone recently arrived in a place or country.
139. **normal** (a.)	Usual, common, or acceptable.
140. **numerous** (a.)	Several; many.
141. **occupy** (v.)	To inhabit; to live in; to take over.
142. **official** (a.)	Authorized, genuine.
143. **opportunity** (n.)	A good chance to do something.
144. **organization** (n.)	A structured grouping of people with same purposes/interests.
145. **origin** (n.)	The very beginning; the very start of something.
146. **permanent** (a.)	Lasting forever; staying the same.
147. **personnel** (n.)	The employees who work in a place or for an institution.
148. **planet** (n.)	A body in outer space that revolves around the sun.
149. **popular** (a.)	Well-known; well-liked; known to most.
150. **population** (n.)	The total number of people living in an area.
151. **positive** (a.)	Opposite of negative.
152. **predict** (v.)	To tell what might happen in the future; to foretell.
153. **present** (n.)	Opposite of past; now; the current time.
154. **preserve** (v.)	To keep or maintain, as in culture or language.
155. **prevent** (v.)	To stop from happening.
156. **produce** (v.)	To make; to create.
157. **product** (n.)	Something created or manufactured; a result or consequence.
158. **progress** (v.)	To move forward; to improve.
159. **protect** (v.)	To keep from harm or danger.
160. **purpose** (n.)	Your reason for doing something.
161. **quantity** (n.)	A large supply; a number of things; amount.

(a.) = **ADJECTIVE** (n.) = **NOUN** (p.) = **PREPOSITION** (v.) = **VERB**

162. **rapid** (a.)	Swift or very fast.
163. **rare** (a.)	Not common; not available; scarce.
164. **recent** (a.)	Not long ago; in the not distant past.
165. **record** (v.)	To copy sounds, images, or information.
166. **refugee** (n.)	A homeless person; one who has fled from country or home.
167. **rely** (v.)	To depend on; to count on.
168. **remove** (v.)	To take away.
170. **requirement** (n.)	A necessity.
171. **resident** (n.)	One who lives in a locale or place.
172. **responsible** (a.)	Looking after the safekeeping of someone/something; reliable.
173. **restrict** (v.)	Opposite of to give freedom; to limit or prevent from doing.
174. **reveal** (v.)	To uncover; to show something that is hidden or secret.
175. **risk** (n.)	A chance, possibly endangering something/someone.
176. **robot** (n.)	A mechanical device operating almost like a human.
177. **root** (n.)	The part of a plant or tree that grows underground and gives nourishment.
178. **routine** (n.)	Regular round of daily activities.
179. **rule** (n.)	A law or regulation specifying what a person must or must not do.
180. **rural** (a.)	Not urban; pertaining to the country.
181. **sacred** (a.)	Holy; consecrated.
182. **security** (n.)	A feeling of safety.
183. **senior** (n.)	The oldest one; higher ranking; above junior
184. **sequence** (n.)	Logical order based on time or customary pattern.
185. **serious** (a.)	Opposite of funny or silly.
186. **settle** (v.)	To set in place firmly and comfortably; to take up residence.
187. **several** (a.)	Many; opposite of few.
188. **share** (v.)	To give part of something to someone else; to divide among a group.

(a.) = **ADJECTIVE** (n.) = **NOUN** (p.) = **PREPOSITION** (v.) = **VERB**

189. **shelter** (n.)	A safe place; a place of protection.
190. **similar** (a.)	Opposite of different; alike.
191. **skill** (n.)	A technical ability; special capability.
192. **solution** (n.)	Answer to a problem or mathematical equation.
193. **source** (n.)	The origin; the place where something began.
194. **specific** (a.)	Particular, exact.
195. **stable** (a.)	Opposite of shaky or unsteady.
196. **structure** (n.)	The shape or form of something.
197. **suburb** (n.)	A residential area outside but near a large central city.
198. **support** (n.)	Help or assistance.
199. **surplus** (n.)	More than is needed; extra amount.
200. **survey** (n.)	Form for gathering facts and asking questions or opinions.
201. **survive** (v.)	To live longer; to continue to exist.
202. **switch** (v.)	To shift, change.
203. **technique** (n.)	A special way of doing something, a skill.
204. **television** (n.)	T.V.; the electronic machine that receives pictures and sound.
205. **temple** (n.)	Place or building where people worship.
206. **tiny** (a.)	Opposite of enormous; very small.
207. **total** (a.)	All; representing the sum of two or more; entire.
208. **tourist** (n.)	One who visits a foreign place, usually not for business.
209. **trace** (v.)	To follow development or history; to draw or outline.
210. **trade** (v.)	To barter; to exchange goods and services.
211. **tradition** (n.)	Custom passed from generation to generation.
212. **travel** (v.)	To take a trip, journey; to go from place to place.
213. **trend** (n.)	A direction of movement; current indication.
214. **true** (a.)	Opposite of false.
215. **unique** (a.)	Different from everything else; one of a kind.

(a.) = **ADJECTIVE** (n.) = **NOUN** (p.) = **PREPOSITION** (v.) = **VERB**

216. **united** (a.)	Together; not separated.
217. **universal** (a.)	Worldwide, known everywhere.
218. **unwise** (a.)	Opposite of smart; imprudent; injudicious.
219. **urban** (a.)	Pertaining to a city area; the opposite of rural.
220. **valuable** (a.)	Opposite of not worth anything; having intrinsic worth.
221. **variety** (n.)	A mixed assortment of items; a collection of items of different types.
222. **veto** (n.)	An official "no" vote; power to prohibit action.
223. **village** (n.)	A small town in a rural area.
224. **vocabulary** (n.)	The words of a language.
225. **volunteer** (v.)	To give one's time and effort, usually for no pay.
226. **wander** (v.)	To roam about from place to place.
227. **weak** (a.)	Opposite of strong; powerless.
228. **whole** (a.)	Total, all; complete, entire.
229. **wide** (a.)	Opposite of narrow.
230. **withdraw** (v.)	To get out of; to leave.

GLOBAL LESSONS
FOR
SECOND LANGUAGE STUDENTS
GRADES 9-12

SECOND LANGUAGE LEARNING
GLOBAL ISSUES AWARENESS
INTERNATIONAL CAREER OPPORTUNITIES
COMPUTER LITERACY AND USAGE
in a multicultural setting

TEACHER'S EDITION

Oak Park Board of Education
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Dr. Keith Provost, Assistant Superintendent, Management Services
David Ginsburg, Director, Administrative Services

Project Director: George Giannetti
Oak Park School District
Oak Park, Michigan 48237
(313) 548-4484

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TEACHER'S EDITION

GLOBAL LESSONS FOR SECOND LANGUAGE STUDENTS

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INTRODUCTION

The era of high-speed communication and computer technology is well under way. Meanwhile, our world's language horizon is ever expanding, reminding us that a secure and productive future is dependent upon global understanding and the fusion of technological information processing with human intercommunication. We in Oak Park likewise believe that the increased demands of a specialized and interdependent world — a world rapidly moving toward global cohesiveness — make it imperative that speakers of diverse language backgrounds and cultures exist and interact cooperatively and be educated interdependently, ultimately making contributions to the global communities of our world.

This philosophy is well exemplified by the Oak Park Center for Global Education and International Career Understanding which employs the fusion of foreign language education with bilingual/ESL education in a multicultural setting. As an exclusive program in the State of Michigan, our Center was founded upon the conviction that foreign language and bilingual/ESL instructors are in a unique position to pool their diverse educational and linguistic resources to reach and teach students of varied language backgrounds and cultures.

George Giannetti, Director
Multilingual/Multicultural Education

PREFACE

After several years of involvement with foreign language programs and, in more recent years, with bilingual education programs, the Oak Park School District recognized the need for an experimental program that would capitalize on the success of these two programs by serving, in innovative ways, the needs of a wide range of students with diverse language backgrounds. It was envisioned that this group of students would, each in his or her own way, bring to the program special cultural and linguistic characteristics that are truly representative of Oak Park's unique multiethnic community. The Department of Multilingual-Multicultural Education in Oak Park High School, acting under the auspices of a federal bilingual education grant, would thus provide these students with learning opportunities and materials that can help to enrich their knowledge and understanding of the world while enhancing their communication skills through the use of available, specially trained language teachers and up-to-date computer technology.

This book of lessons has been prepared as part of the Oak Park TITLE VII Project. It is tied to the concept of an international school-within-a-school or a "mini United Nations of students" who learn about the world and themselves through a program of integrative education. The scope of instruction represented by the lessons is multifaceted and intentionally presents concepts, skills, issues, languages, and cultures from a global perspective. Prepared, reviewed, and approved by teachers of secondary students, the lessons contained in this book are designed for use in the following areas:

> **Social Studies:** to help students acquire knowledge and insight while learning to focus on various historical and geographical facts and concepts.
>
> **Second (non-English) Language Studies:** to help students acquire information on the issues that concern all of us in the contemporary world, focusing particularly on the linguistic communities whose languages and cultures are being studied.

English as a Second Language (ESL): to help students of limited English proficiency who are new arrivals and who expect to become new citizens in America to integrate their own previous linguistic and cultural experiences with those of their new country.

Job/Career Skills Development and Computer Technology Awareness: to help students acquire essential information on the state of the international and domestic job market, focusing particularly on occupations in which second language literacy and basic computer skills are in demand.

While these lessons in global education make up the chief instructional component of the TITLE VII Project, interested bilingual/ESL and foreign language teachers may avail themselves of additional information on how the global learning activities may be effectively stimulated by hands-on experience with microcomputers and computer-assisted instruction utilizing the most current subject area software.

ACKNOWLEDGEMENTS

The TITLE VII Project for which these lessons were designed has involved the concerted efforts and input of many, many persons and groups: educational practitioners, conceptualizers, writers, editors, artists, and students. In the first stage of implementation, these lessons were used and "field tested" by participating school districts which have joined the Oak Park District in TITLE VII Project efforts.

At this time we wish to express our gratitude to those persons and institutions whose dedicated interest and input helped to make this project the success it has become. As longstanding members of the Oak Park "network" these individuals have over the years shared with us that original sense of excitement and purpose that began with the inception of this project and, even further back, with the beginning of bilingual education in Oak Park and in other south Oakland County school districts. We remain truly appreciative of the assistance, technical expertise, and sensitive encouragement we have received from each and every one of you and we look forward to improving the quality of educational service with even greater excitement and commitment, thanks to your help.

With appreciation to...

WRITERS OF GLOBAL LESSONS

DR. ADOLPH AYALA University of Michigan	*"The Spanish-Speaking World"*
CAROL BACAK, Teacher Waterford School District	*"The English-Speaking World"* *"Population"* *"Stereotypes"*
MARYLEE CROFTS, Professor Michigan State University	*"The French-Speaking World"* *"The Meaning of Global Interdependence"* *"Careers in The International Language World"*
DR. ERIC FOLLO Assistant Superintendent of Instruction Oak Park School District	*"The Hebrew Language"*
FATHER SARHAD JAMMO St. Joseph Chaldean Parish of Troy	*"The Chaldean Language"*
DR. EDITH KOVACH University of Detroit	*"Why Study a Second Language?"*
LARRY SABBATH Department Chairperson, Science Oak Park High School	*"Futurism"*
WISAM KAZALEH SIRDENIS Title VII Resource Teacher Oak Park High School	*"The Arabic-Speaking World"* *"The United Nations"* *"Energy"*
ILENE WEISS, ESL Paraprofessional Southfield School District	*"A Geographic Look At The World Through Languages"*

EDITORIAL/RESEARCH CONSULTANTS AND TRANSLATORS

CAROL BACAK, Teacher
Waterford School District

MYA BRUNO, Former President, American
Association of Teachers of French (MI Chptr.)
French Translation

MARYLEE CROFTS, Professor
Michigan State University

DR. ERIC FOLLO
Assistant Superintendent of Instruction
Oak Park School District

BARBARA GOLDSMITH
Department Chairperson, English
Oak Park High School

HARRY JUBAS, Teacher
Social Studies
Oak Park High School

DR. ANNE KIEFER
Midwest Bilingual Education
Multifunctional Support Center
Arlington Heights, IL

MARIAN LITTMAN
Department Chairperson
Foreign Language and Bilingual/ESL Education
Oak Park School District

SHARON McCORMACK, Teacher
French and ESL
Oak Park High School

WAGEH SAAD
Supervisor, Bilingual Education
Dearborn Public Schools

BASHIR SHALLAL, Director
Babylon International School of Languages
Arabic Translation

STAN TROMPETER
Department Chairperson, Social Studies
Roosevelt Middle School

GREG VENNETTILLI, Teacher
Spanish and ESL
Oak Park High School
Spanish Translation

JUDY ZUCCARO, Teacher
French, English, Spanish
Roosevelt Middle School

With appreciation to...

TITLE VII IN-SERVICE/PRE-SERVICE PARTICIPANTS - MERCY COLLEGE OF DETROIT "STUDIES IN BILINGUAL EDUCATION: GLOBAL PERSPECTIVES" AND "MICROCOMPUTERS FOR BILINGUAL AND SECOND LANGUAGE TEACHERS"

Berkley School District
Corinne Blecher
Laura Gogola
Elham Hannawa
Theresa Issa
Sarra Pesochinskaya
Nadira Thweny
Nahla Younan

Birmingham Public Schools
Myrna Hitchman
Barbara Labarbera
Basima Marougy
Josephine Sarafa

Ferndale Public Schools
Helen Andraski
Hetty Davies
Mary Dinno
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Greg Vennettilli

Southfield Public Schools
Kamal Eshaki
Nancy Geisling
Julie Hallahan
Najwa Khuri
Ilene Weiss

OAK PARK HIGH SCHOOL TITLE VII PROJECT STAFF MEMBERS

George Giannetti, Director
Wisam Kazaleh Sirdenis, Arabic Resource Teacher
Noel Hildreth, Computer/ESL Technician
Pat Greer, Part-time Secretary
Debbie Prudhomme, Part-time Secretary

John Kieshauer, ESL and French
Sharon McCormack, ESL and French
Virginia Stickan, ESL and Spanish
Greg Vennettilli, ESL and Spanish

FINAL DRAFT EDITORS

GEORGE GIANNETTI, Director
Multilingual/Multicultural Education
Oak Park School District

WISAM KAZALEH SIRDENIS
Title VII Resource Teacher
Oak Park High School

DR. EDITH KOVACH
University of Detroit

PROJECT EVALUATOR

DR. ERIC GORDON, Director
Instructional Development and Evaluation Associates, Inc.

PROJECT DIRECTOR

GEORGE GIANNETTI
Multilingual/Multicultural Education
Oak Park School District
13701 Oak Park Boulevard
Oak Park, Michigan 48237
(313) 548-4484

With appreciation to...

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TO THE TEACHER: METHODOLOGICAL CONSIDERATIONS*

1. 12 of the 15 chapters contain:
   - **VOCABULARY LISTS:** These words are highlighted in bold in the chapter text and are the same words which students will use in the crossword puzzle exercises. Also note that the italicized words in the text are words which the teacher will need to define and/or clarify at some point in the pre-teaching of the lesson concepts and points of emphasis.

   - **A CHAPTER REVIEW EXERCISE SECTION** which features a self-test which includes five multiple-choice and five true-and-false questions, some recall quizzes, fill-in questions for comprehension, and simulation activities.

2. Note that the questions in the Chapter Review self-tests (for 11 of 15 chapters) will be re-written and will constitute the official pre-test for this global course. It is recommended that a pre-test be given to participating students **before** instruction is initiated and once again (the same test) after instruction, as the post-test. The pre-test will be available upon request.

3. All chapters in the student edition must be carefully and clearly introduced by way of discussion of the **"Did You Know That"** fact sheets which preface some of the chapters, or by way of a film, videotape, or slide presentation that is related to the chapter, or by way of vocabulary or word games (spelling, verbal word search, or "hang-man") as an informal introduction to the material.

4. The **"Did You Know That"** page which prefaces some chapters serves two purposes:
   - To pull students into the chapter with interesting and generally little known bits of information on subject.
   - As a basis for questions which the teacher may use to "kick off" discussion on the chapter.

5. Note that **not all** chapters have exercises following the chapter (those that have chapter review exercises do have answer keys that appear in a section at the end of the teacher edition).

6. The teacher's edition contains exercises, descriptions of suggested activities for some chapters, and blank maps which the teacher will use as masters for duplication.

7. At this time, three chapters -- *"A Geographic Look at the World Through Languages," "The Chaldean Language," and "The Hebrew Language"* **do not** have performance objectives and review exercises. These will be developed for the next edition.

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* These methodological considerations are general and are by no means conclusive. They will be expanded upon and/or modified in future revisions of this edition. As you use these lessons, if you have any suggestions, please let us know.

TO THE TEACHER: WHY GLOBAL PERSPECTIVES IN THE CLASSROOM?

The primary goal of these lessons is to help students acquire knowledge, attitudes, values, and skills which will help them become responsible citizens in an increasingly interdependent world.

Students who are in a multicultural school setting are perhaps the most natural participants in a program that features a global education curriculum. Those who are acclimating themselves to a new country and language can certainly be awakened to the on-going and ever-changing economic, social, environmental, and political processes around them — processes that influence and affect each one of us.

The impact these lessons will have on your students is largely contingent on your own perceptions and understanding of the world and on the manner in which you transmit the information that is contained herein.

Social studies topics are by no means easy to teach or always exciting to learn. These specially written lessons attempt to take the mystery out of social studies learning. They are designed for limited English proficient students or students whose first or second language is other than English. Of the fifteen lessons in the book, four present topics in modern global studies, six present language backgrounds important to Oak Park -- English, Arabic, Chaldean, French, Hebrew, Spanish; three present issues important to our international world. The remaining two describe, one, the importance of job and career opportunities in an international setting and, the other, the history and purpose of an international organization whose activities affect all of us.

While the global topics selected for study in this book are almost universally discussed and written about, they often are inadequately understood. Your students will be reading this material for the very first time, therefore how the material is presented and what approaches you use as the instructor will have a large effect on the students' understanding and comfort with the subject matter.

These lessons are by no means conclusive. They are provided here mainly as the base from which you may launch thought-provoking discussion, ideas, and activities. The Chapter Review section which follows the expository reading includes vocabulary lists, chapter review tests, crossword puzzle exercises, and other suggested activities which help to reinforce student comprehension of the printed material and help to involve the student in active learning. As a user of this book you are encouraged to utilize other supplementary materials which may help you expand or elaborate on certain lesson concepts. While these lessons may be taught over an entire school year, you should judge for yourself the length of time you wish to devote to each lesson.

The ultimate purpose of the lessons and exercises in this book is to interest and motivate your students toward thinking about themselves, their abilities and their place in the world, and about the various mysterious and not-so-mysterious phenomena that surround them.

The following ten points are furnished as essential guidelines in teaching a global perspective. They all emphasize the concept of global interdependence and the potential problems that are involved with teaching this subject matter. It is helpful to keep this list handy for occasional referral as you progress from lesson to lesson:

1. In a school environment where immigrant students make up a significant percentage of the school population, it is necessary to show that these students' needs can be met through the promotion of cooperation and understanding among students of different cultures and backgrounds. It is the responsibility of the teacher to set the example and include discussion and/or activities that present all points of view and help reinforce cooperative behavior and positive curiosity about our culturally diverse world.

2. Young students tend to be self-centered; it is necessary to show that their physical needs are actually being met through global interdependence.

3. Materialism and technology are largely taken for granted in the U.S.A. In an ethnocentric way, we tend to assume that these values are correct because they seem to characterize our society; therefore, we tend to judge other cultures against our materialistic well-being.

4. Many popular slogans indicate that our domestic economic problems can be blamed on foreign nations (for instance, the "Hungry? Eat Your Foreign Car" bumper sticker). Teachers must illustrate and explain the intricate economic network of interdependence which increasingly ties us to others.

5. Violence seems to permeate TV, video games, comic books, and other aspects of teenage culture. Teachers must present alternative human behaviors which promote justice and peace rather than power and violence.

6. Competition often seems to be more characteristic of American society than cooperation. Show that the solution of many world problems requires cooperation among nations.

7. Too often, students fail to understand that patriotism can include criticism of one's own nation. Teachers must project the need for a critical evaluation of our country as a way to make it better, not as a denigration of it.

8. Stereotypes about other nations and cultures abound; these are often particularly negative toward non-Western peoples.

9. Many other teaching materials do not embody a global perspective; teachers must provide this from their own knowledge and commitment to international education.

10. Developing a global perspective is a major task and cannot be isolated as the goal of a single course or unit of study. It is a world view, a mind-set which understands the interrelatedness of the world's peoples and the necessity to meet common human problems in a cooperative manner.

CHAPTER DESCRIPTIONS AND PERFORMANCE OBJECTIVES

Following are the text descriptions and performance objectives for 12 of 15 lessons contained in the student section. These performance objectives are suggessted as guidelines and may be used entirely or in part, at the teacher's discretion. It should be noted, however, that the point of emphasis in some of the performance objectives (those marked with an asterisk) may not be contained in the text of the lesson and will require explanation. In these cases the teacher may choose to introduce and clarify the point or concept during the course of teaching the lesson (by giving specific examples and/or initiating spontaneous class activity or discussion which helps illustrate the concept).

UNIT I

Chapter One

The first chapter in this book, **GLOBAL INTERDEPENDENCE**, focuses on the nature of our interdependence on each other as inhabitants of "Spaceship Earth." The United States, for instance, is dependent on other countries for the nature of its citizen population, its languages, its human resources, and for products, materials, and markets which it both offers to and receives from the other nations of the world. This chapter stresses the need for **mutual** understanding and cooperation among all nations -- for *survival* and for the most humane use of our earth's resources, both natural and human.

THE MEANING OF GLOBAL INTERDEPENDENCE

PERFORMANCE OBJECTIVES

1. The student will accurately define the terms "interdependence" and "pluralistic".

*2. The student will demonstrate an understanding of the pluralistic nature of the United States.

*3. The student will give one specific example from his/her daily life demonstrating how his/her life is linked to the lives of people in other parts of the world.

4. The student will describe two benefits or consequences of living in a pluralistic society.

5. The student will write a short paragraph illustrating global interdependence.

*6. The student will explain how his/her native country contributes to other countries, either economically or culturally.

7. The student will state two ways in which all people are more alike than they are different.

8. The student will briefly explain the "melting pot" concept and, if possible, in what ways it is an appropriate concept and in what ways it is not.

UNIT II

Chapter Three

Chapter Three, **WHY STUDY A SECOND LANGUAGE?**, initially concerns itself not with an appeal to the material profit to be derived from foreign language *competence*, but with a study of *ethnocentrism* and its many manifestations as an *obstacle* to understanding other peoples and their ways. Since language shapes our mode of thinking, the study of a foreign language can provide a key to how native speakers of that language think and why they act as they do. Foreign language study can also lead to a whole new way of life, of cultural experiences, of travel, and of occupations that are enhanced by knowledge of a new language. The notion of global interdependence and understanding should be part of our foreign language study, along with a focus on formal linguistic features of a new tongue. Ultimately, though, the use we make of language skills depends on our own comprehension of the many dimensions of language study and the goals we set for ourselves.

WHY STUDY A SECOND LANGUAGE?

PERFORMANCE OBJECTIVES

1. The student will define "ethnocentrism".

2. The student will describe a specific example of ethnocentrism.

*3. The student will give an example of linguistic ethnocentrism.

4. The student will describe one difficulty in learning a new language.

5. The student will list three benefits of learning a new language.

*6. The student will explain the strong relationship between language and culture.

*7. The student will name two examples of languages that are from the same language family and illustrate their relationship.

*8. The student will briefly describe two main differences between his/her native language and English.

9. The student will name two geographic areas in the United States where a language other than English is commonly spoken and name the language or languages spoken there.

*10. The student will define the word "culture".

*11. The student will state two ways in which people can influence language.

UNIT II

Chapters Four through Seven

FOUR OF THE MAJOR LANGUAGES OF THE WORLD, the next section of this book, outlines the history, significance, and nature of four major languages of the world and two more specific languages which are of special significance to the Oak Park School District where these materials were created. English, as the first language that is discussed, is given prominence -- as the national language of the United States and as probably the most useful language internationally.

Just as global interdependence is stressed in other lessons contained in this book, its importance is also evident in the development of major languages of the world. Thus we learn about the history and development of the English language in its original land and then in the United States -- where as America opens her doors to immigrants from many parts of the world, so she opens her languages to additions, changes, and enrichment from the languages of the world.

In much the same way, each of the other languages, Arabic, French, and Spanish, is treated first in its historical perspective, then in terms of the place the language holds in the world, and finally in consideration of its importance in western and American culture. Arabic, for example, is the language, not only of people in the Arab world, but also of large communities in Europe, Africa, Asia, and major U.S. cities. Because of political turbulence in the Middle East, increasing numbers of Arabic-speaking people have migrated to the U.S. and other parts of the world to find more stable homes and thus the Arabic language has begun to have a broader influence abroad, adding words and ideas to other cultures and languages that come into contact with it.

Another universal language is French, used as an official language in more than 25 countries besides France, even though it is not the native tongue of these lands. Historically France was very important in our independence movement and French was for many years the cultured language of choice for many Americans. During the period of French colonialism during the 19th and early 20th centuries, French spread to

Asia, Africa, Latin America, and, of course, had spread even earlier to Canada. Our own State of Michigan was first colonized by settlers from France, just as were many other states in our country. The knowledge of French in many areas of the world continues to be extremely important as a key to commercial and educational opportunities and advancement.

The fourth language discussed is Spanish, spoken by some 260 million people around the world, from Spain to the 19 Spanish-speaking countries of the Western Hemisphere, to the Hispanic communities of the United States. Spanish as a language perhaps best exemplifies the "melting pot" process because of the diverse races and ethnic groups from all over the world that share it. Each group may speak it somewhat differently, but all are considered *Hispanics*, persons whose native tongue is Spanish. Spanish flourishes in the United States today because of the great waves of Hispanic migration during the last two decades, especially to Florida, New York, and the Southwest.

GENERAL OBJECTIVES FOR LANGUAGE SECTIONS

*1. The student will describe two ways in which languages are spread to new places.

*2. The student will describe two ways in which languages change.

3. The student will classify ten countries according to whether they are primarily English-speaking, Arabic-speaking, Spanish-speaking, or French-speaking.

4. The student will classify ten English words as to whether they have been borrowed from French, Spanish, or Arabic.

*5. The student will write a short report on the importance, use, or history of the following languages: English, French, Spanish, and Arabic.

THE ENGLISH-SPEAKING WORLD

PERFORMANCE OBJECTIVES

1. The student will locate England on a world map.

2. The student will locate an English-speaking country on each of the six major continents.

3. The student will list three languages from which English has borrowed words and give examples of such borrowings.

*4. The student will describe one way in which English spread to another part of the world.

5. The student will place major events from the history of English in chronological order and classify them as to the period of English (Old English, Middle English, Modern English) in which they took place.

6. The student will list, in chronological order, groups of people who invaded Great Britain throughout its history and thus changed the nature of the language spoken there.

7. The student will describe how words from Danish, French, German, and Latin were added to English.

8. The student will compile a list of English words derived from French, German, Italian, Danish, Latin, and Greek.

*9. The student will write a paragraph describing the importance of English in today's world.

THE ARABIC-SPEAKING WORLD

PERFORMANCE OBJECTIVES

1. The student will list five Arabic-speaking countries and locate them on a map of the world.

2. The student will list three states in the United States with large Arabic-speaking populations and name the city or cities in which they live.

*3. The student will distinguish between Muslim and Arabic as identifying labels.

4. The student will list three Arabic contributions to western civilization.

5. The student will list two reasons for the immigration of Arabic-speaking people to the United States in recent times.

6. The student will list five English words borrowed from Arabic.

*7. The student will describe three differences between the English and Arabic languages.

*8. The student will write a paragraph describing the importance of Arabic in today's world.

THE FRENCH-SPEAKING WORLD

PERFORMANCE OBJECTIVES

1. The student will list five countries where French is the official language.

2. The student will locate five French-speaking countries on a world map.

*3. The student will explain a major reason for the large number of French-speaking people in Asia and Africa.

4. The student will describe the role of French as a second language in many areas of the world.

*5. The student will describe one potential problem facing multilingual nations.

6. The student will list five English words borrowed from French.

7. The student will locate France and Paris on a world map.

8. The student will list the three official languages of Switzerland.

*9. The student will write a paragraph describing the importance of French in today's world.

THE SPANISH-SPEAKING WORLD

PERFORMANCE OBJECTIVES

1. The student will distinguish among the terms "Spanish," "Spanish-speaking," and "Hispanic".

2. The student will locate five Spanish-speaking countries on a world map.

*3. The student will describe the pluralistic nature of the Spanish-speaking world.

4. The student will name three cities in the United States with large Spanish-speaking populations and name the states in which the cities are located.

*5. The student will list three cultures which influenced the Spanish language.

6. The student will list and define five English words borrowed from Spanish.

7. The student will list five English words that have been introduced into Spanish.

8. The student will give three examples of United States' cities with names that are of Spanish origin.

9. The student will locate Spain and Mexico on a world map.

10. The student will locate places on each of the six major continents where Spanish is spoken.

*11. The student will write a paragraph describing the importance of Spanish in today's world.

UNIT II

Chapters Eight and Nine

LANGUAGES AND CULTURES IN OAK PARK: FOCUS ON HEBREW AND CHALDEAN

Oak Park is a small, modern, residential and business community north of Detroit, Michigan, with a rich tradition of "old world" culture. Four elementary schools, one middle school, and one high school make up the school district. A variety of ethnic groups reside in this district, contributing to a mosaic of cultures that reflect four continents.

The earliest immigrants to Oak Park came chiefly from Eastern Europe and included several groups of Jewish families who settled in the city and established the strong and distinctive religious, cultural, and business character of Oak Park. The languages chiefly spoken by community members at that time — and to this day — are English, Yiddish, and Hebrew. With an 80% Jewish population, many school-age children in Oak Park spoke not only English but also Hebrew, sometimes as their home language and very often as the language of instruction in the religious classes which they attended after a full day of regular school. A large number of these students also studied a third language in high school as part of a college preparatory program and because of the outstanding program of foreign language instruction that has been an integral part of the secondary school course offerings. As early as the 1960's, in fact, at a single time as many as 85% of Oak Park High School students were learning a second and, in some cases, a third language.

In the mid-1970's, a major change took place and Oak Park began opening its doors to an influx of new immigrants from all around the world. Families and individuals came to Oak Park from as far away as the Soviet Union, Iraq, Iran, Poland, Czechoslovakia, Israel, the Phillipines, and, more recently, from Vietnam, China, and Korea. Many of these new settlers came to Oak Park because they had relatives or acquaintances residing here. Some left their native countries in search of a better economic or social life; others left because of an unstable or threatening environment created by civil unrest and war.

Today it is commonplace to walk or drive through the streets of Oak Park and see groups or individuals of various nationalities and racial backgrounds communicating with each other. Often they are engaged in casual conversation or discussing the latest news — in a fruit or meat market, a restaurant, drug store, garden shop, or bakery — and you may hear the rich, distinctive sounds of Hungarian, Russian, Polish, Hebrew, Spanish, Arabic, Chinese, Yiddish, Chaldean, and Tagalog, to name just a few.

Next to the original largely Jewish population, the second largest ethnic group in Oak Park is the Chaldean/Arabic-speaking community. These Chaldean families who came from Baghdad and other important cities in Iraq, brought with them a language and cultural tradition that is as ancient and distinctive as that of their Hebrew-speaking neighbors. The strong kinship ties among the various families have been the basis of a cohesive socially and economically-based community. With time, the presence of the Chaldean community was felt, and the schools in Oak Park began to accommodate these newcomers. With State funds, the Oak Park District initiated a program of bilingual education through which new immigrants from various cultural backgrounds receive assistance in learning English and social/survival skills as smoothly and quickly as possible. 1985 marked the 10th anniversary of Oak Park's bilingual education program, which has helped more than 3,000 newcomers from over eleven language backgrounds and cultures in its decade of service.

This historical overview briefly indicates the emerging role of the Oak Park School District in serving the needs of a growing multilingual and multiethnic community. Over this period of time the District's foreign language program has been revitalized with an increased emphasis on longer sequences of foreign language study (French and Spanish) and a more focused bilingual/ESL program that serves the many non-English-speaking students from the Middle East, the Orient, Southeast Asia, and Eastern Europe, who have enriched the Oak Park school community with their arrival in recent years.

Today, with the reality of global interdependence all around us (most graphically exemplified by developments in Michigan's automobile industry) and with the increasing use of computer technology in all areas of modern life, there is placed on our schools a demand to shift our teaching strategies, emphases, and materials. This book itself is a good example of how human, technological, and cultural resources were combined to develop educational materials that are in step with the times. Illustrative materials that are being used by limited English proficient students from varied backgrounds and by English-speaking students studying a foreign language have been largely computer-generated, the text has been produced by word processors and computer-controlled machines, and the linguistic and ethnic backgrounds of the authors, editors, and contributors encompass most of our globe's land masses!

UNIT III

Chapters Ten to Thirteen

The next four lessons in **GLOBAL EDUCATION TOPICS** focus on world problems, those which affect everyone in some degree. The first, **Population**, is handled from several points of view: why population grows, the history of population growth globally, the problems caused by rapid population growth today. Historically the factors influencing population growth (or decline) have been basic technology and scientific knowledge, which are linked to increased food production and better medical care. Migration caused by political or economic unrest is a major factor in population growth in specific areas and rapid growth leads to problems such as lack of housing, jobs, food, and transportation. Whether one believes that population must somehow be controlled or that food sources and distribution must be better developed, all countries today recognize that uncontrolled population growth and its effects are a problem of global importance that all must help to solve.

Stereotyping, — forming simplistic, incorrect pictures of others — is a more personal problem, perhaps, but it is an ethnocentric trait which erects barriers between individuals and groups that curtail or deter communication and understanding. Often stereotypes are incorrect, negative, and destructive. This chapter provides exercises and describes ways to avoid stereotyping; it also emphasizes the need for openmindedness and accurate information as the best way to avoid labeling that is discriminatory and destructive.

The third global lesson deals with **Energy**. What is energy? What are our available sources of energy? Why is energy so important in modern life? The chapter discusses non-renewable energy sources such as oil, the formation of OPEC, the rivalry among nations for energy sources, the current energy crisis, and nuclear energy. This lesson also stresses the tremendous need for individuals and nations to realize that energy resources are limited and that conservation, preservation, and the sharing of resources are imperative for the future of our planet.

The last lesson in the Global Education Topics Unit, **Futurism**, defines "Futurists" as those who study the many kinds of changes that are taking place on the earth, the probable effects of those changes on all aspects of our lives, and alternative choices that society has for solving the problems that these changes will cause, whether they concern population growth, food production, or energy sources. The decisions and actions that may well affect the future of all people, their happiness and their very ability to survive, will perhaps first be analyzed and determined by those social scientists whom we call futurists.

POPULATION

PERFORMANCE OBJECTIVES

1. The student will define the term "population".

2. The student will define the term "population density".

3. The student will list two possible consequences of rapid population growth.

*4. The student will interpret a simple bar graph illustrating population growth.

5. Given the approximate or appropriate statistical information, the student will construct a simple graph showing population growth.

*6. The student will describe one example of value conflict relating to rapid population growth.

*7. The student will demonstrate an understanding of the relationship between technological/scientific progress and population growth or decline.

*8. The student will demonstrate an appreciation of people as a planetary resource.

9. The student will give an example of how an ethnic group can influence the growth or decline of an area's population.

10. The student will define the term "migration".

11. The student will describe two types of migration (from country to country and from rural to urban areas) and how they affect an area's population.

12. The student will describe two of the chief ways in which population increases.

13. The student will tell what caused the world's population to begin to increase about ten thousand years ago.

14. The student will give an example of a culture or society where children are highly valued.

*15. The student will write a short essay on his/her view of population control.

STEREOTYPES

PERFORMANCE OBJECTIVES

1. The student will define the term "stereotype".

2. The student will give two reasons for the formation of stereotypes.

3. The student will list three possible ways to avoid stereotyping.

*4. The student will distinguish between stereotypes and non-stereotypes in a list of statements.

5. The student will describe why a particular statement is considered to be a stereotype.

*6. The student will list two possible consequences of forming and maintaining incorrect stereotypes of groups of people.

7. The student will describe a stereotype fostered by a specific television show, movie, or book.

8. The student will list three common stereotypes and tell why the statements are misleading and negative.

*9. The student will explain the dangers of being stereotyped and the values of being stereotyped.

ENERGY

PERFORMANCE OBJECTIVES

1. The student will write a simple definition of energy.

2. The student will list five energy resources.

3. The student will list six countries that produce large quantities of oil.

4. The student will describe OPEC.

*5. The student will list five uses of energy.

*6. The student will explain why new energy sources must be developed, concentrating on a single cause.

7. The student will list three ways in which consumers, as individuals, can conserve energy.

8. The student will list three ways in which companies or institutions can conserve energy.

*9. The student will interpret a "pie graph" showing energy production.

10. The student will interpret a "bar graph" showing current sources of world energy.

*11. The student will describe the relationship between the relative industrialization of a country and its energy use.

12. The student will define selected energy-related vocabulary.

13. The student will define the term "energy crisis".

*14. The student will describe the differences between the developed and underdeveloped nations with respect to the use of energy.

FUTURISM

PERFORMANCE OBJECTIVES

1. The student will write a simple definition of "futurism".

2. The student will describe two activities of a futurist.

*3. The student will give an example of how human intelligence and imagination have been used to predict future developments.

4. The student will describe the major purpose of futuristic studies.

5. The student will list two similarities and two differences between his/her parents' teenage experiences and his/her own teenage experiences.

*6. The student will compare and contrast the daily activities connected with food preparation, climate control and transportation of one hundred years ago with the related activities of today.

7. The student will make predictions about the future concerning such areas as transportation, climate control, food preparation, occupations and recreation.

*8. The student will describe how an improvement in the standard of living of society can create new problems.

*9. The student will actively participate in a simulated World Future Conference.

*10. The student will suggest and evaluate ways of dealing with possible future events and conditions as presented by the instructor.

11. The student will list at least five inventions commonly used today that were unknown fifty years ago.

12. The student will explain why futurism has become an important and popular area of study.

*13. The student will write a short essay describing his/her views on the future.

UNIT IV

Chapter Fourteen

The chapters in this book have thus far offered a rationale for understanding others through language study, giving a picture of global interdependence and the imperatives that it places upon us. The next lesson deals with **CAREERS IN THE INTERNATIONAL LANGUAGE WORLD**. This lesson outlines attractively but realistically the many possible job opportunities where language study can lead to interesting and rewarding work. Because in some fields there is a shortage of people with multilanguage abilities, jobs in these areas are especially attractive with rewarding benefits.

CAREERS IN THE INTERNATIONAL LANGUAGE WORLD

PERFORMANCE OBJECTIVES

1. The student will list two ways in which knowledge of a foreign language can increase career possibilities.

2. The student will list five specific careers which require knowledge of a foreign language.

3. The student will list four career areas where foreign language ability would be an advantage.

*4. The student will evaluate ten careers which require knowledge of a foreign language in terms of their potential interest to the student.

*5. The student will list two ways in which knowledge of a country's culture can facilitate working in that country.

6. The student will write a short report on one career requiring knowledge of a foreign language.

UNIT IV

Chapter Fifteen

The final lesson deals with the **UNITED NATIONS**, now over forty years old. Its history is presented as a logical, necessary outcome of the violence and destruction of World War II. The structure of the U.N. is detailed, as are some of its agencies. U.N. teams and forces visit individual countries to help residents learn to grow food better or learn new ways of producing goods or educating children. Its cultural exchange programs are vital in furthering understanding between people and among communities. Its peace-keeping forces volunteer to serve in danger spots where needed. It provides public forums for consideration of international disputes. This lesson also outlines the role the United States has taken in the formation and upkeep of the United Nations. The United Nations is recognized as an important organization but one which often acts in ways which run counter to U.S. interests and wishes. Still, the U.N. is the best mechanism we have yet been able to devise for bringing about global understanding. But the first step toward global understanding and peace is the desire for it and the basic tools are language and communication, to all of which this book is dedicated.

THE UNITED NATIONS

PERFORMANCE OBJECTIVES

1. The student will briefly describe the events which led to the formation of the United Nations.
2. The student will describe the major purpose of the United Nations.
3. The student will describe the structure of the United Nations.
4. The student will define selected vocabulary relating to the United Nations lesson.

*5. The student will write a short paragraph describing the potential importance of the United Nations for global interdependence.

6. The student will describe the U.N. Security Council.
7. The student will describe the U.N. General Assembly.

*8. The student will name and describe two contributions of the United Nations to furthering and maintaining world peace.

9. The student will describe the role of the United States in the United Nations.
10. The student will name and describe three agencies of the United Nations.

*11. The student will list at least five ways in which United Nations decisions have had an impact on countries and governments.

*12. The student will list and describe three problems facing the United Nations.

*13. The student will list and describe possible solutions to specific problems facing the United Nations.

*14. The student will name the present U.S. Ambassador to the United Nations.

15. The student will state the year the United Nations was formed and list the countries that founded the organization.

16. The student will name at least one country that has taken a leadership role in the United Nations and list some of this country's contributions to the organization.

*17. The student will make predictions about the future of the United Nations.

CHAPTER REVIEW EXERCISES AND ACTIVITIES

Following are guidelines and answer keys for chapter review exercises and activities for specific chapters listed in the table of contents.

These exercises were designed as an integral part of the lesson and are recommended for use at the conclusion of each chapter. The teacher, however, is greatly encouraged to design and produce other exercises and/or activities which will enhance the learning and understanding of the material contained in this book.

Also note that in some instances the exercise pages are to be used as "masters" for duplicating.

GLOBAL INTERDEPENDENCE
CHAPTER REVIEW EXERCISES

ACTIVITY #1: ***POETRY READING***

We are all citizens of the Planet Earth,
  members of the Human Family.
We share a sun
  and a sky—
We share the seas
  and the land—
Like snowflakes, we are all unique.
Yet, we are more alike than we are different.
We share many of the same needs:
  The need for food;
  The need for shelter;
  The need for love;
  The need for laughter.
We all have hopes and dreams.
All these things link us together.
We depend on each other.
We need each other.
We are all citizens of the Planet Earth.
Members of the Human Family.

SUGGESTIONS:

1. Design a picture to fit each of the lines in the poem above. Photograph the pictures with a copy camera and create a slide show of your own.

2. Use certain words or verses of this poem as a writing assignment and find (or create) a picture to illustrate the words.

3. Read the poem over the school PA system; perform it at a PTA meeting; share it with another class.

4. Use the words to inspire a mural. Try to illustrate each of the lines in the mural.

5. Global ideas can be used to teach basic skills too! Take the topics Food, Shelter, Love, and Laughter and **classify** words according to these four topics (cabin, jokes, cereal, valentines, for example). See how many words can be listed under each topic in a five-minute time span.

6. Record the students' readings and mail the tape to representatives and senators in Washington.

ACTIVITY #2: *FOOD AND POPULATION SIMULATION*

Divide a class of about 25 students into the following world population areas and give each group the designated number of food coupons.

	Population	Food Coupons
Asia	12	7
Europe	3	5
North America	2	10
South America	3	1
Africa	4	1
Australia	1	1

These numbers correspond proportionately to the world's population and to the amount of food available in each area.

Discuss the disparities:

Why is the distribution lopsided?

How do the people in North America feel about this?

How do the people in other areas of the world feel about this?

How can the hungry be fed?

SOURCES:

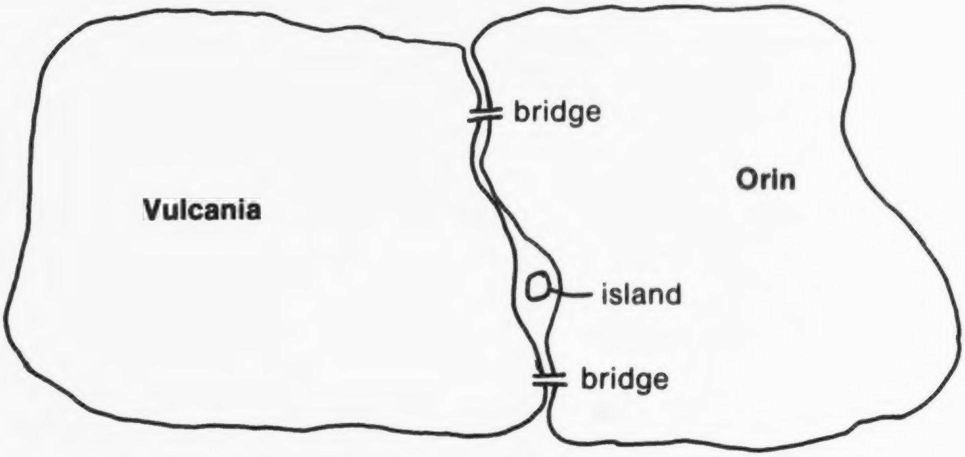
Lappe, F.M. and J. Collins. **Food First**. New York: Ballentine Books, 1979.

Simon, A. **Bread for the World**. New York: Paulist Press, 1975.

Stokes, B. **Helping Ourselves: Local Solutions to Global Problems**. New York: W.W. Norton, 1981.

GLOBAL INTERDEPENDENCE

ACTIVITY #3: *VULCANIA AND ORIN*



Background: Vulcania and Orin are separated by a river. For years they shared the river with no problems. Lately, however, they have begun to fight over it. Before a war begins they must try to solve their problems. They are arguing about the following four (4) things:

1. Fishing rights - Who can fish where?
2. Bridges - Who should fix them up? They are old and need repairs.
3. Cleaning river - Who should clean it up?
4. Island - Who does the island belong to?

Directions To Students: You will be assigned a role as either a Vulcanian or an Orinian. You will meet in a group and negotiate (or bargain for) a river treaty to solve your problems. You must all agree on the treaty and sign it. Your treaty must have three (3) parts:

A. Introduction - Why do you need this treaty?

B. Rules and rights - to solve the four problems.

C. Conclusion - agreement part.

Teacher: Use the attached outline as a guide for the class activity.

ACTIVITY #3: *TREATY*

PART I: INTRODUCTION

We, the people of Vulcania and Orin, need this treaty because...

PART II: RULES AND RIGHTS

FISHING RIGHTS:

BRIDGES:

CLEANING RIVER:

ISLAND:

PART III: AGREEMENT

We the people of Vulcania and Orin, agree to...

SIGNATURES:

GLOBAL INTERDEPENDENCE

ACTIVITY #4: *EXPRESSING YOUR THOUGHTS*

BORDERS

The boy sat listening closely.
He was thinking hard about his world.
The children with crayons in their hands
Were tracing (on maps) unfamiliar lands.
I talked to them about our globe,
Pointing to the least-known states.
The boy spoke up wanting to know
Which was his nation's friend, which a foe.
"There are both kinds," was my glib reply.
The class resumed the tracing.
"Why doesn't the world get rid of all borders?" he said.
His young voice trembled, he bowed his head.
How was I to explain to this child
(Since his young voice trembled...),
How answer the sore question he had raised?!
Since first between men's souls the borders must be erased.

Sveta Mosova
Age 15

SOMETHING PEACEFUL

Asking his sister for paper and pencil,
The child sat down at the table to draw.
"What is our man doing?"
The mother asked her busy son.
"Look, I drew a battle -
My bomber,
it blew up this tank..."
The soldier's widow shook her head.
"Why draw war, my boy?"
she said.
He turned over the paper,
heaved a sigh,
And this time drew a field of rye.
"The Harvest" - his title -
now dived from the sky.
Said the widow,
brushing away a tear:
"What a lovely scene you have here!"

Tanya Tsyganok
Age 14

TEACHER: Discuss the main ideas in the above poems by two Russian students. Have students write their own poems or short essays on the topic of *world peace*. Ask students to find ways to share them with others.

THE ENGLISH-SPEAKING WORLD

EXERCISE #1: *MATCH UP*

DIRECTIONS: Match the six events below with the correct period of English, by placing an "**X**" under the correct period.

	Old English	Middle English	Modern English
1. Latin and Greek are taught in the schools.			X
2. Danish people invade.	X		
3. French is the dominant language for many years.		X	
4. As England explores the world, new words are added.			X
5. Christianity spreads and many Latin words are added.	X		
6. People invade from northern France.		X	

EXERCISE #2: *WHICH ORDER?*

DIRECTIONS: Put the events below in the order in which they happened. Place a "**1**" in front of the event that happened first and so on (1, 2, 3, 4...).

5 English became the dominant language of England.

2 Germanic people went to England.

4 French became the official language of England.

1 The Romans conquered England.

7 English colonies were founded.

6 England began to explore other parts of the world.

3 Danish people invaded England.

THE ENGLISH-SPEAKING WORLD

EXERCISE #3: ***WORDS ADDED TO ENGLISH***

DIRECTIONS: Many words from different languages have been added to English. Explain in your own words how words from these languages were added to English, in ancient times or in more recent years.

French: ____________________

German: ____________________

Danish: ____________________

Latin: ____________________

EXERCISE #4: ***PERIODS OF ENGLISH***

DIRECTIONS: Write the correct years for these periods of English.

PERIOD	**YEARS**
Old English	449 A.D. - 1000 A.D.
Middle English	100 A.D. - 1500 A.D.
Modern English	1500 A.D. - PRESENT

THE ENGLISH-SPEAKING WORLD
ANSWER KEY FOR MATCHING EXERCISE

EXERCISE #5: *MATCHING*

DIRECTIONS: In the left-hand column are some familiar English words. Try to match them with their language of origin, as given in the right-hand column. You are in for some surprises! Write the correct language in the space before the word in the left-hand column.

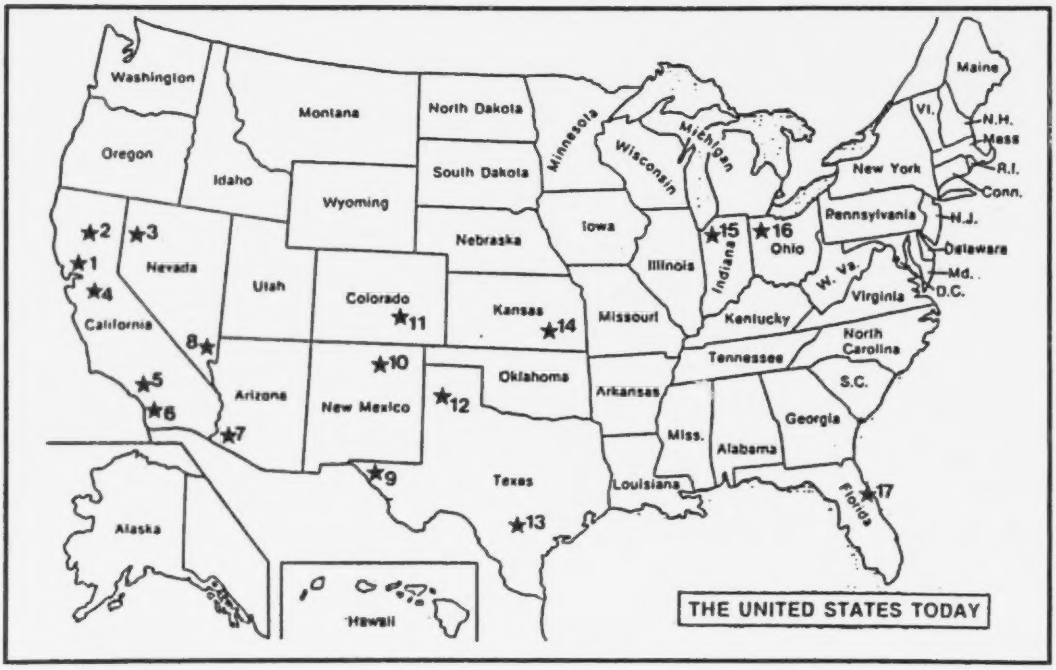
	ENGLISH WORD	LANGUAGE OF ORIGIN
Dut.	1. cookie	American Indian
Hin.	2. dungarees	Arabic
It.	3. jeans	Czech
Am.In.	4. caucus	Dutch
Arb.	5. alcohol	Eskimo
Dut.	6. boss	French
Esk.	7. kayak	German
Am.In.	8. papoose	Greek
Lat.	9. senator	Hindi
Grk.	10. thermos	Hungarian
San.	11. swastika	Italian
Scot.	12. cozy	Latin
San.	13. orange	Norse
Ger.	14. kindergarten	Persian/Farsi
Czh.	15. robot	Sanskrit
Hun.	16. goulash	Scottish
Nor.	17. gear	
Ger.	18. dollar	
Fr.	19. garage	
Grk.	20. school	

NOTE: AS A CLASS EXERCISE, STUDENTS MAY MAKE MATCH-UP LISTS OF THEIR OWN, USING WORDS THEY KNOW OR WORDS FROM THE DICTIONARY. STUDENTS CAN EXCHANGE LISTS WITH EACH OTHER AND AT THE END OF THIS ACTIVITY SOME WORDS FROM THE STUDENTS' LISTS MAY BE WRITTEN ON THE BOARD AND DISCUSSED.

THE SPANISH-SPEAKING WORLD

EXERCISE #1: *SPANISH-NAMED CITIES*

DIRECTIONS: Each of the numbers on this map of the United States represents a city that has a Spanish name. Match each city in the list below with the correct number on the map and write the name of the city on the blank line. You may get assistance from your teacher on ones you are not sure about.


Washington
Oregon
Montana
Idaho
Wyoming
North Dakota
South Dakota
Minnesota
Wisconsin
Michigan
Maine
Vt.
N.H.
Mass
R.I.
Conn.
New York
Pennsylvania
N.J.
Delaware
Md.
D.C.
Nevada
California
Utah
Colorado
Nebraska
Iowa
Illinois
Indiana
Ohio
W. Va.
Virginia
Kansas
Missouri
Kentucky
North Carolina
Tennessee
S.C.
Arizona
New Mexico
Oklahoma
Arkansas
Miss.
Alabama
Georgia
Texas
Louisiana
Florida
Alaska
Hawaii
★1
★2
★3
★4
★5
★6
★7
★8
★9
★10
★11
★12
★13
★14
★15
★16
★17
THE UNITED STATES TODAY

Los Angeles
San Francisco
Amarillo
Salinas
Las Vegas
El Paso
El Dorado
Reno
Orlando
Pueblo
San Antonio
San Diego
Toledo
Valparaiso
Sacramento
Yuma
Santa Fe

1. San Francisco
2. Sacramento
3. Reno
4. Salinas
5. Los Angeles
6. San Diego
7. Yuma
8. Las Vegas
9. El Paso
10. Santa Fe
11. Pueblo
12. Amarillo
13. San Antonio
14. El Dorado
15. Valparaiso
16. Toledo
17. Orlando

POPULATION

EXERCISE #1: *WORD FIND*

DIRECTIONS: Define these words.

population The total number of people living in an area.

natural increase The number of people born in an area.

migration The movement of people from place to place.

population density The number of people living in a specific area (per square mile).

EXERCISE #2: *RECALL*

DIRECTIONS: Briefly answer the following questions on the back of this page.

1. In what year did the world's population reach four billion?
   In 1975 the world's population reached four billion.
2. Why did the development of agriculture cause the population to increase more rapidly? When people began to farm the land and grow crops there was more food available; people ate better so death rate went down and population grew.
3. What are two reasons for population growth?
   1. natural increase 2. migration
4. Name one possible cause of an increase in the death rate in some areas of the world. Disease, famine, natural disasters (earthquakes, hurricanes, fires).
5. What is one problem that might result from a high population density? Over-crowded living spaces. Movement or migration of people from rural to urban areas increases density,
6. Why would large families with many children be valued in agricultural or farming areas? Children are needed to help out and to provide security for parents when they're elderly.
7. It has been said that people are the world's greatest resource. Describe in your own words what you think this means. (Subjective Answers)

POPULATION

EXERCISE #3: *READING CHARTS AND TABLES*

World Population and Yearly Growth

Major Areas	Population	Yearly Growth
Africa	514,000,000	3.0%
Asia	2,810,000,000	1.8%
Australia	15,000,000	1.2%
Europe	674,000,000	0.3%
North America	387,000,000	1.6%
Pacific Islands	11,000,000	1.7%
South America	255,000,000	2.4%

Source: UN Statistical Office (1983 Estimates)

DIRECTIONS: Use the chart above to answer the following questions.

1. What area of the world has the largest population? Asia
2. What area of the world has the smallest population? Pacific Islands
3. What area of the world has the largest yearly population growth rate? Africa
4. What area of the world has the smallest yearly population growth rate? Europe
5. What areas of the world have more than half a billion people? Africa, Asia, Europe
6. What area of the world has just over ten million people? Pacific Islands
7. What is the total population of Africa and South America together? 769,000,000
8. What is the total population of North America and South America together? 642,000,000
9. How many more people are there in Europe than Africa? 160,000,000
10. How many more people are there in North America than South America? 132,000,000

POPULATION

EXERCISE #4: *READING CHARTS AND TABLES*

Population Density of the Continents	
Continent	**No. of People per Square Mile**
Asia	166
Europe	166
Africa	44
North America	41
South America	36
Australia	5

Source: UN Statistical Office (1983 Estimates)

DIRECTIONS: Use the chart above to answer the following questions.

1. What two areas of the world have the highest population density? Asia, Europe
2. What area of the world has the lowest population density. Australia
3. About how many more people per square mile are there in North America than in South America? 5 (five)
4. About how many more people per square mile are there in Europe than in Africa? 122
5. What effect would low population density have on peoples' attitudes toward population growth? More in favor of population growth.
6. Asia and Europe have different populations but the same density. What does this indicate to you? (see population chart on previous page). The land area of Asia must be much greater than that of Europe.

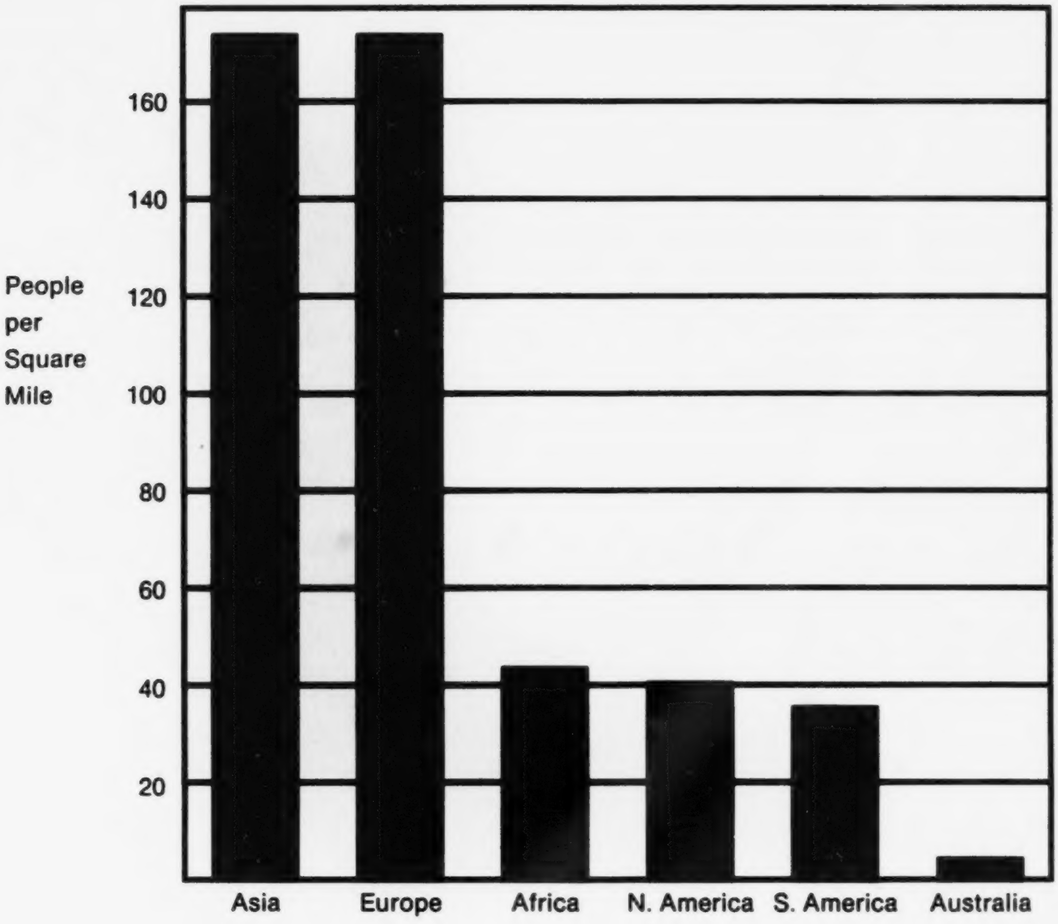
POPULATION

EXERCISE #5: *MAKING A BAR GRAPH*

DIRECTIONS: Use the information in the chart below to help you construct a bar graph showing population density.

Population Density of the Continents

Continent	No. of People per Square Mile
Asia	166
Europe	166
Africa	44
North America	41
South America	36
Australia	5



STEREOTYPES

EXERCISE #1: *RECOGNIZING STEREOTYPES*

DIRECTIONS PART 1: Read the statements below. Decide which are stereotypes and which are not. Check (✓) the ones that are stereotypes.

X ______ All teenagers are lazy.

______ Many Americans live in cities.

X ______ Boys are better athletes than girls.

X ______ Unemployed people are lazy.

______ All Africans live on small farms.

______ Older people often can be lonely.

X ______ All people in Arab countries are wealthy.

X ______ The Russian people want to fight a war with the U.S.

DIRECTIONS PART 2: Choose three of the statements from above that you checked as stereotypes and write them on the appropriate lines below. Beneath each one explain why you consider it a stereotype.

1. STEREOTYPE: ______________________________

WHY? ______________________________

2. STEREOTYPE: ______________________________

WHY? ______________________________

3. STEREOTYPE: ______________________________

WHY? ______________________________

ENERGY

EXERCISE #1: *WORD FIND*

DIRECTIONS: Try to find these words in the text. With help from your teacher and a dictionary, write their definitions on the back of this page.

energy
efficient
import
surplus
consumer
OPEC
export
natural resource
solar energy
alternative
conservation
industrial
underdeveloped
nuclear
technology

EXERCISE #2: *RECALL*

DIRECTIONS: Mark true (T) or false (F) for each sentence below.

1. T Energy comes from natural resources found in or on the earth.
2. F China is one of the largest users of energy.
3. F Oil is an artificial fuel.
4. F The supply of available resources to produce energy is unlimited.
5. F Without energy our life would be enjoyable and convenient.
6. T The U.S. is considered a very industrialized country.
7. F The size of a country's population has nothing to do with the way a country uses energy.
8. T OPEC was formed to help establish oil prices.
9. T Some countries buy oil from other countries that have an oil surplus.
10. F Large oil supplies are found only in Middle Eastern countries.
11. F Technology for finding alternative sources of energy is not worth the expense.
12. T Even though the U.S. makes up about 5% of the world's population, it uses almost 40% of the world's energy resources.

ENERGY

EXERCISE #3: ***FILL-IN***

DIRECTIONS: From the list of words below, choose the correct word to complete each sentence and write the word in the blank space.

Kuwait
fossil
price
Alaska
resources
solar

underdeveloped
industrialized
surplus
electricity
United States
cheap

1. Oil is a fossil fuel.
2. Japan is a very industrialized nation.
3. OPEC sets the price of oil exported by the Organization's member-nations.
4. Energy resources are found in or on the earth.
5. Solar energy is a type of energy being developed for future use.
6. Some underdeveloped countries use firewood for energy.
7. A surplus means there is an extra amount of something, more than is necessary.
8. Electricity is a form of energy.
9. New oil sources have been discovered in Alaska.
10. Kuwait is a Middle Eastern country that exports large supplies of oil to other countries.

ENERGY

INTERESTING INDIVIDUAL ACTIVITIES AND GROUP ASSIGNMENTS

1. Have students make their own personal family ENERGY USE chart and describe the kind of energy used. They should list the machines used in their home, the length of time each is used daily, and the kind of energy used.

2. With your help have students locate countries on a world map and show what kind of energy resources are used. Ask students to try to determine whether or not the country is industrialized and to make comparisons between different countries.

3. Have students describe how raw materials are converted into energy to do each of the following:
   - cook a hamburger on an outdoor grill
   - drive a car
   - run a refrigerator
   - heat a house

4. Have students list practical ways to conserve energy.

5. Discuss with your class the growth of energy usage throughout history, starting with primitive societies, and then have students make a chart which shows how energy usage developed.

6. Have students suggest and describe alternative energy uses. For example, walking versus driving and foot or bike energy versus automobile energy.

7. In this simulation activity, have students pretend they are the leaders of a country who must design a good energy plan. Team up the students with each other so that each team represents a different country. Have students compare the "energy plan" of each country, starting with natural resources found in each country. Also discuss the economy, population, jobs, etc.

NOTE: EACH OF THE ACTIVITIES ABOVE REQUIRES AN INTRODUCTION WITH USE OF EXAMPLES DURING DISCUSSION. THESE ACTIVITIES ARE NOT NECESSARILY IN SEQUENCE, YOU THEREFORE HAVE THE OPTION OF EXPANDING UPON ANY ONE ACTIVITY, DEVISING YOUR OWN, OR HAVING STUDENTS SUGGEST INTERESTING ACTIVITIES OR SPECIAL PROJECTS OF THEIR OWN.

EXERCISE #1a: *THE WAY WE LIVED, THE WAY WE LIVE, THE WAY WE SHALL LIVE*

In this exercise you are asked to describe and compare daily activities as they were in the past with what is common today. You are also asked to project or predict how **you think** these same activities will change in the near future. Those of you who have lived in another country may also describe activities from the point of view of the people who are native to that country.

ACTIVITY: **FOOD PREPARATION**

100 Years Ago: ____________________

50 Years Ago: ____________________

Today: ____________________

25 Years From Now: ____________________

50 Years From Now: ____________________

FUTURISM

EXERCISE #1b: *THE WAY WE LIVED, THE WAY WE LIVE, THE WAY WE SHALL LIVE*

In this exercise you are asked to describe and compare daily activities as they were in the past with what is common today. You are also asked to project or predict how **you think** these same activities will change in the near future. Those of you who have lived in another country may also describe activities from the point of view of the people who are native to that country.

ACTIVITY: **CLIMATE CONTROL**

100 Years Ago: ____

____

____

50 Years Ago: ____

____

____

Today: ____

____

____

25 Years From Now: ____

____

____

50 Years From Now: ____

____

____

EXERCISE #1c: *THE WAY WE LIVED, THE WAY WE LIVE, THE WAY WE SHALL LIVE*

In this exercise you are asked to describe and compare daily activities as they were in the past with what is common today. You are also asked to project or predict how **you think** these same activities will change in the near future. Those of you who have lived in another country may also describe activities from the point of view of the people who are native to that country.

ACTIVITY: **TRANSPORTATION**

100 Years Ago: ____________________

50 Years Ago: ____________________

Today: ____________________

25 Years From Now: ____________________

50 Years From Now: ____________________

EXERCISE #1d: *THE WAY WE LIVED, THE WAY WE LIVE, THE WAY WE SHALL LIVE*

In this exercise you are asked to describe and compare daily activities as they were in the past with what is common today. You are also asked to project or predict how **you think** these same activities will change in the near future. Those of you who have lived in another country may also describe activities from the point of view of the people who are native to that country.

ACTIVITY: **COMMUNICATION**

100 Years Ago:

50 Years Ago:

Today:

25 Years From Now:

50 Years From Now:

FUTURISM

EXERCISE #2: *THINGS TO COME*

Many futurists concentrate on what they call "things to come" or "trends". Once they identify the trends and changes in society, they attempt to analyze how these forces will affect all other aspects of society.

Following are some of the possible "things to come" that futurists have identified. Your assignment is to discuss each item in terms of its possible effect on society, government, and international relations.

Things to Come	**How Will It Affect Society?**
1. Population Growth:	________________________ ________________________ ________________________
2. Knowledge Explosion:	________________________ ________________________ ________________________
3. Growth of Leisure Time:	________________________ ________________________ ________________________
4. Urbanization:	________________________ ________________________ ________________________
5. Professionalization/ Specialization:	________________________ ________________________ ________________________
6. Concentration of Economic and Political Power by Nation and by Class:	________________________ ________________________ ________________________
7. Accumulation of Scientific Knowledge:	________________________ ________________________ ________________________
8. Increasing Military Capability:	________________________ ________________________ ________________________

EXERCISE #3: *WHEN MY PARENTS WERE TEENAGERS*

The purpose of this activity is to compare the life styles, activities, and experiences of your parents when they were teenagers with your life style today. In order to complete this activity, you must interview at least one of your parents and discuss with them such topics as:

- where they lived when they were your age
- the type of housing they lived in
- the equipment or appliances found in the home
- how they went to school
- what they and their friends did for fun
- their expectations for the future

The purpose of your report is for you to compare your parent's teenage years with yours. (If you don't live with your parents, choose an adult whose experiences would be similar to theirs).

FUTURISM

EXERCISE #4: *THE PROBLEM OF IMPROVEMENTS OR PROGRESS*

The purpose of this exercise is to demonstrate that all factors of society are interrelated. Even what we consider as an improvement or progress in one area can cause problems in other areas.

In this exercise you are given several possible examples of progress and you are to list problems that these improvements or examples of progress can cause:

Progress/Improvements	Resulting Problems
1. People Living Longer:	
2. High Use of Technology:	
3. Machines Replacing Manual and Routine Labor Jobs:	
4. Advances in Communication:	
5. Increased Affluence:	
6. Expanded Wealth of Developed Nations:	

EXERCISE #5: *A STUDY OF A WORLD FUTURE CONFERENCE*

We tend to assume that all people live, work, and think as we do. We sometimes falsely assume that the entire earth is the same as the scene we see outside our window.

This, of course, is not true. The earth is composed of many different kinds of nations and people with many different lifestyles.

Therefore, the term "future" does not mean the same thing to all people around the world.

In this exercise you are to imagine that you are participating in a world conference on the subject of food and hunger. There are other people from all over the world who are attending this conference with you.

Your assignment is to discuss and compare the hopes, dreams, concerns, and plans for the future **in regards to the food/hunger issue** from the viewpoint of the people listed below:

— A banker in the United States

— A sheep farmer in Nova Scotia

— A subsistence farmer in Tanzania

— A copper miner in Zambia

— A farmer in a rural Chinese village

— An Eskimo living a traditional rural life, hunting and gathering

— A homemaker/housewife in a middle class Fiji community

— A factory worker in Yugoslavia

— A professor in a German university

— A person from your own cultural background

EXERCISE #6: *WHAT WILL HAPPEN?*

In this exercise give the answer that you think probable for each question.

1. In what year will you become a grandparent?
2. What will be the worst problems which teenagers will face 15 years from now?
3. What will be the best type of stock in 1990?
4. What will be the most popular sport in 2015?
5. In what type of job will you make your first $1,000?
6. What different courses will students be taking 10 years from now?
7. What will be the biggest issue in the 1992 presidential election?
8. What will be the most important discovery of the 1980's, 1990's?
9. What will be the greatest disaster of the 1980's, 1990's?
10. How much will a weekly grocery bill be in 1995?
11. When will you travel in outer space?
12. How will you get to work in the year 2000?
13. What will a typical house look like in 2010?
14. If you were to make a time capsule to be opened 200 years from now, what five pictures would you put in it?
15. What is your greatest fear for the future?

FUTURISM

EXERCISE #7: *WHAT DO YOU THINK IS GOING TO HAPPEN?*

The purpose of this exercise is to have you use your knowledge of the changes that are taking place today and to project them into the near future.

What do you think the world will be like when you are the parents of teenagers? When you are grandparents?

	25 Years From Now	50 Years From Now
1. Cars		
2. Airplanes		
3. Communications		
4. Medicine		
5. Militarism		
6. Urbanism		
7. Education		
8. Recreation		
9. Technology		
10. Environment		
11. Population		
12. Foreign Policy		
13. Human Rights		

FUTURISM

EXERCISE #8: *FUTURE PROBE*

The following is a list of conditions which might exist in the next 25 years. Place an "X" in the column that best describes your feeling about this particular condition.

Condition	Good	Bad	Will Not Matter
1. The government will control the birth rate.			
2. The "best" people will be cloned.			
3. Everyone will work four days a week.			
4. Only one member of the family can have a job.			
5. All people will live in large apartment projects.			
6. Large numbers of people will live and work in the oceans.			
7. Large numbers of people will live and work on space stations.			
8. Nearly all foods will be made synthetically.			
9. Free post-high school education will be available to all people.			
10. People will live more than 100 years.			
11. Everyone on the earth will practice the same religion.			
12. Privately-owned cars will be banned.			
13. Countries will control their population by allowing people to starve to death.			
14. There will be a single world government.			
15. People will retire at age 55.			
16. The air will be so polluted that we will all wear air masks.			
17. All legal disputes, except criminal cases, will be settled by computer.			
18. We will vote by computer ballots.			
19. Free health care for everyone will be provided by the government.			

THE UNITED NATIONS

EXERCISE #1: *WORD FIND*

DIRECTIONS: Try to find these words in the text. With help from your teacher and a dictionary, write the definitions of these words on the back of this page.

The League of Nations
solution
conflict
refugee
headquarters
strictly
institution
member-countries

forces
underdeveloped countries
dispute
ambassador
sponsor
General Assembly
debate
grievance

Security Council
security
permanent
unanimous
volunteer
aggression
crisis
United Nations

EXERCISE #2: *FILL-IN*

DIRECTIONS: In each of the following sentences, fill in the correct words to complete the statement (You may refer to the chapter if needed).

1. The U.N. was established in 1945 right after World War II.
2. U.N. Headquarters is in New York City.
3. An unsuccessful organization formed before the U.N. was called the League of Nations.
4. Differences between people or countries are called conflicts.
5. The U.N. has sent teams to underdeveloped countries to help them improve their living conditions.
6. The U.S.A. (or England,France, Russia / or China). is one of the original founders of the U.N.
7. The Security Council has the important job of keeping peace and security in the world.
8. This Council needs a unanimous vote to pass a decision.
9. When member-countries of the U.N. meet in the General Assembly, they often try to seek a solution to different problems.
10. Besides helping countries and people around the world, the U.N. and its agencies sponsor cultural exchanges between people of different nations.

THE UNITED NATIONS

A suggestion for introducing the lesson on the United Nations.

The teacher may begin by describing the following scenario which tells about different countries that are at war with each other.

SAMPLE SCENARIO:
"Imagine that there has been a period of time when there was a series of small wars which built up into a terrible, devastating war — the worst war of all time. Millions of people died, entire countries were destroyed, millions of more people were left homeless... boundary lines of countries were wiped out and there was chaos and disorder."

"Now, the world wants to prevent this type of catastrophe from happening again — **what should it do?**"

"What should the people of the world do in order to prevent this terrible thing from ever happening again?"

The teacher encourages students to present **their** *suggestions. Students may say* **the following** *(if necessary, with some thought-starters from the teacher). Teacher will proceed to write students' suggestions on the board:*

1. Countries should meet once a year to discuss their differences and concerns
   (Teacher may say this is a good idea, but **what if** *a crisis occurs before or just after a meeting is called?)*
2. Countries should form a club or organization to settle their problems peacefully.
3. Before conflicts arise, countries should set up special meetings to discuss serious resolutions to their problems.
   (Teacher may say this is fine, but if a decision is reached and certain countries don't want to abide by the decision, **how will the decision be enforced?***)*
4. The big countries should force the little countries to behave.
   (Teacher may ask: What if the big countries don't behave?)
5. More from the students...

The students then examine with the teacher their suggestions (on the board). There may still be some uncertainty or lack of understanding as to whether these suggestions are in fact "workable ways" for countries to prevent a calamitous event from taking place. The teacher would share the students' frustration and bad feelings, stating that the scenario which he/she just described had in fact happened and that this was a period of history when a major decision was reached by major countries in the world which led to the formation of the United Nations. *(Teacher may expound upon the fact that this generation of students collectively has been fortunate not to experience such a horrible event — and that previous generations of men, women, and children are now all part of the history that was written about world wars and about an important organization like the United Nations coming into being).*

The students are then given the chapter (lesson) to read on the United Nations which contains the facts and information (history) which they need to know in order to begin to understand the purpose of the United Nations.

THE TEACHER SAYS TO THE CLASS: *As you read this chapter about the United Nations, you will begin to understand the situation that the countries of the world found themselves in at the end of World War II in 1945.*

THE UNITED NATIONS

SUGGESTED ASSIGNMENTS AND SIMULATION ACTIVITIES

1. Students may be asked to suggest names of countries where wars or conflicts are going on right now and to locate newspaper or magazine articles that discuss these events. Possible current ones may be:

   Lebanon
   Israeli/Palestinian Problem
   Central America (El Salvador, Nicaragua)
   Afghanistan
   Cambodia
   Ireland
   South Africa

2. Assign each student a country; each student is to explore or research **what his/her own country's position would be** on a current issue — for example:

   The Arab/Israeli Conflict
   Birth Control
   The Abortion Issue
   The Threat of International Communism
   A Nuclear Freeze
   Military Aid to Troubled Areas
   Economic Sanctions Against Troublesome Nations

3. Ask students to name world problems which the U.N. needs to tackle. Students contribute to a list (written by teacher on the board). Each student finds information (in library books, magazines, newspapers, T.V. programs) about the specific problem which each student believes should be (or is being) handled by the U.N. Names of U.N. agencies would be offered to the students in order to match responsibilities with need areas. Problem areas may include: Overpopulation, Hunger/Food Shortages, Pollution, World Health Problems, Energy, Literacy/Education, Colonialism, Nuclear War/Weapons Freeze, Space Exploration, Boundary Disputes, Human Rights, Oppression, The Refugee Problem in Different Countries, Aid to Underdeveloped Countries, Weather Control, Children's Welfare, the Olympics, Student Foreign Exchange Programs, Censorship.

4. Set up a mock Security Council meeting. The Council has both permanent and non-permanent members (they may be selected to add more drama to decision-making). Each student represents a specific country. Class is given vital information on an incident or event and a decision has to be reached. Teacher is the secretary of the Council. Rules are stated and clarified at the very beginning. Debate is encouraged. Pros and cons are brought out. This class activity may be videotaped and later viewed and critiqued by participating students. Class activity may even go one more step and set up a mock news program where this Council meeting is featured (naturally, students prepare the newscast and carry out program). This assignment involves a great deal of preliminary research work by students.

5. Each student may be asked to propose the formation of a special new U.N. agency, describing its purpose and functions. Students must justify the formation of such an agency and take into consideration the funding that's needed to operate agency.

6. Students may locate on various world maps, countries that are members of the U.N. and collect data, statistics, various information on the economy, political system, population, etc. of individual countries.

CHAPTER REVIEW SELF-TESTS

ANSWER KEYS

GLOBAL INTERDEPENDENCE

Multiple Choice:	**True — False:**
1. C	6. F
2. C	7. F
3. C	8. T
4. B	9. T
5. A	10. F

THE ENGLISH-SPEAKING WORLD

Multiple Choice:	**True — False:**
1. C	6. T
2. D	7. T
3. C	8. F
4. D	9. F
5. C	10. T

THE ARABIC-SPEAKING WORLD

Multiple Choice:	**True — False:**
1. C	6. F
2. A	7. F
3. A	8. T
4. C	9. T
5. C	10. F

THE FRENCH-SPEAKING WORLD

Multiple Choice:	**True — False:**
1. D	6. T
2. B	7. F
3. B	8. F
4. B	9. T
5. C	10. T

THE SPANISH-SPEAKING WORLD

Multiple Choice:	True — False:
1. A	6. T
2. B	7. T
3. A	8. F
4. B	9. T
5. C	10. F

POPULATION

Multiple Choice:	True — False:
1. D	6. F
2. A	7. F
3. D	8. F
4. A	9. F
5. B	10. T

STEREOTYPES

Multiple Choice:	True — False:
1. B	6. F
2. B	7. T
3. C	8. F
4. D	9. T
5. C	10. T

ENERGY

Multiple Choice:	True — False:
1. C	6. F
2. B	7. T
3. C	8. F
4. A	9. T
5. A	10. F

FUTURISM

Multiple Choice:

1. C
2. B
3. B
4. C
5. D

True — False:

6. T
7. T
8. F
9. T
10. T

CAREERS IN THE INTERNATIONAL LANGUAGE WORLD

Multiple Choice:

1. C
2. C
3. A
4. D
5. D

True — False:

6. T
7. T
8. F
9. F
10. F

THE UNITED NATIONS

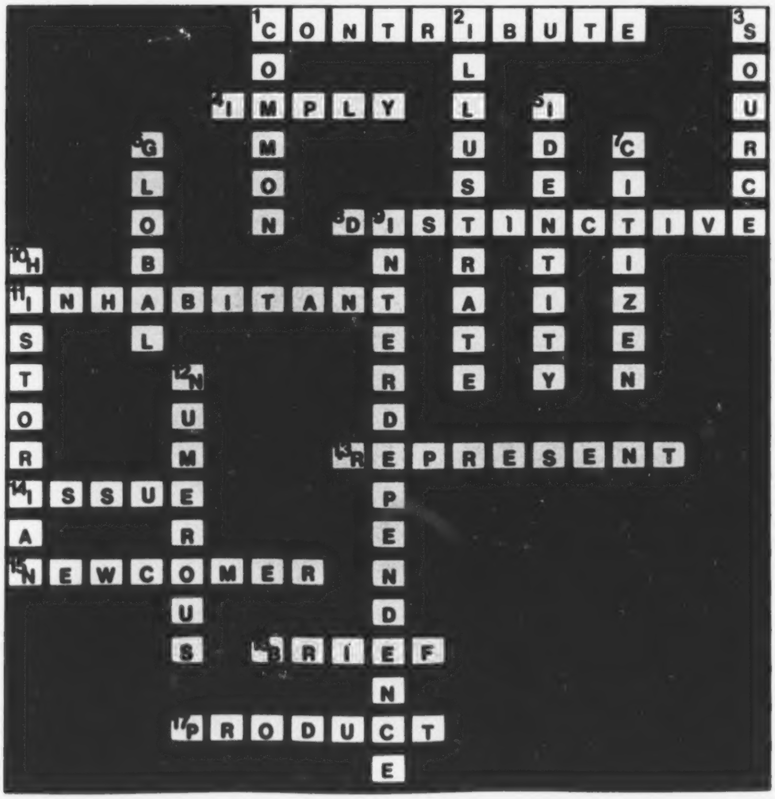
Multiple Choice:

1. C
2. C
3. C
4. A
5. C

True — False:

6. T
7. F
8. T
9. T
10. F

GLOBAL INTERDEPENDENCE


1 CONTRIBUTE
2 ILLUSTRATE
3 SOURCE
4 IMPLY
5 IDENTITY
6 GLOBAL
7 CITIZEN
8 DISTINCTIVE
9 INTERDEPENDENCE
10 HISTORIAN
11 INHABITANT
12 NUMEROUS
13 REPRESENT
14 ISSUE
15 NEWCOMER
16 BRIEF
17 PRODUCT
COMMON

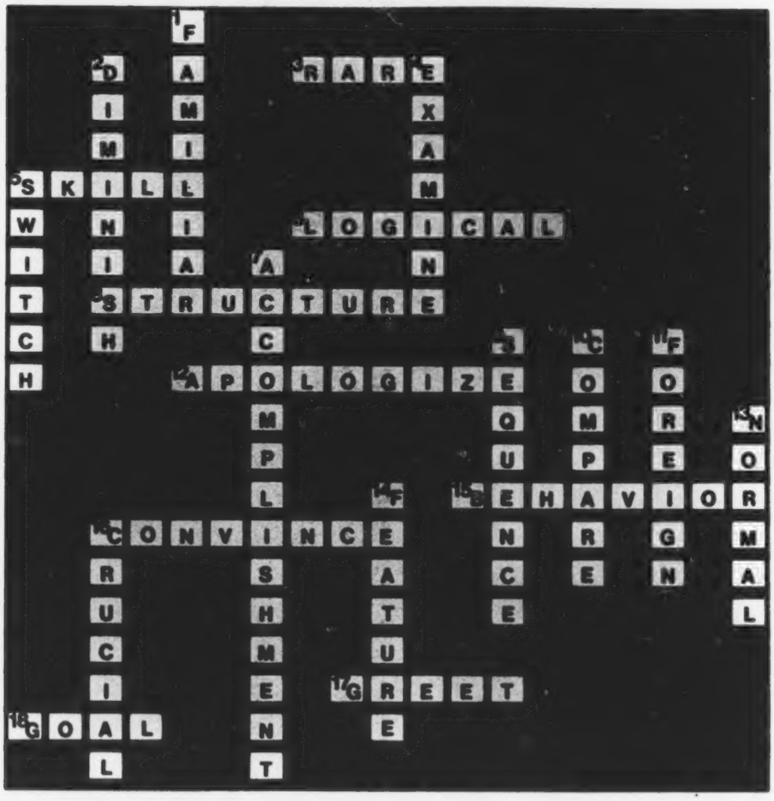
Across:

1. To give, offer, or donate something.
4. To suggest or hint at something.
8. To be particular or different from the rest is to be d————————————.
11. E.T. was not an i—————————— of the earth, he lived elsewhere.
13. To stand in for something or someone.
14. Crime is a very important i———— often discussed in newspapers.
15. Someone who has been in a place for a long time is not a ____________.
16. Opposite of long or lengthy.
17. Something that is made or grown.

Down:

1. This is not unusual, it is ______________ .
2. Would you please show or i——————————— your idea on the board?
3. Let's go to the beginning or to the s—————— of your problem.
5. The name of someone or something.
6. Another word for worldwide is g——————.
7. To be a good c——————— you should obey the laws of your country.
9. Mutual need of other people or other countries.
10. Someone who studies or is interested in events of the past and their causes.
12. Many; several.

WHY STUDY A SECOND LANGUAGE?


1 FAMILIAR
2 DIMINISH
3 RARE
4 EXAMINE
5 SKILL
5 SWITCH
6 LOGICAL
7 ACCOMPLISHMENT
8 STRUCTURE
9 SEQUENCE
10 COMPARE
11 FOREIGN
12 APOLOGIZE
13 NORMAL
14 FEATURE
15 BEHAVIOR
16 CONVINCE
16 CRUCIAL
17 GREET
18 GOAL

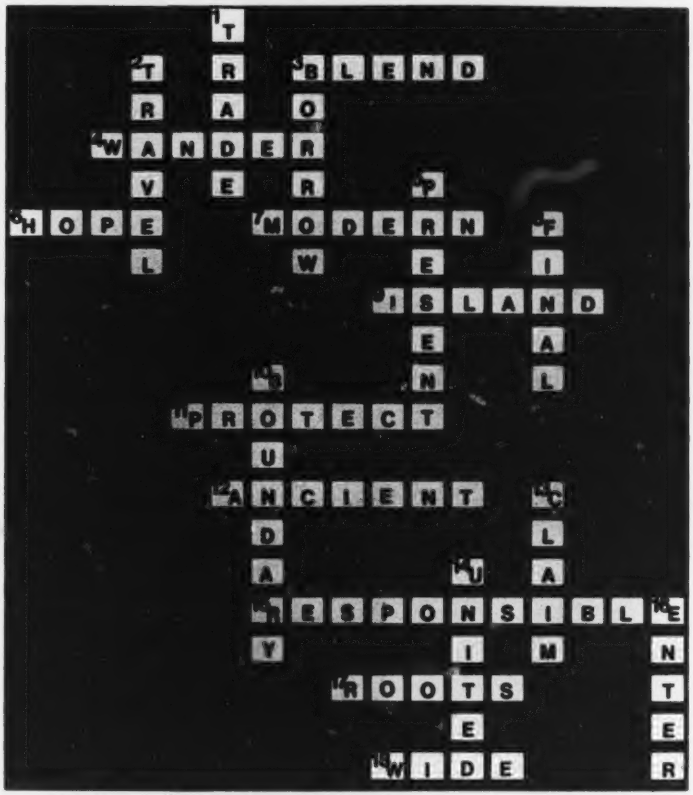
Across:

3. Not common; scarce; not available.
5. A technical ability or talent.
6. Making sense; to be expected.
8. Form, shape of something.
12. To say you're sorry.
15. Way of acting; one's actions or manners.
16. To prove something; to persuade.
17. To welcome someone; to say hello.
18. What you aim for; something one strives to attain.

Down:

1. Said of something or someone you know well.
2. To decrease, lessen, or make smaller.
4. To look at or study carefully.
5. To shift, change, or replace something with something else.
7. Achievement; work completed satisfactorily.
9. A logical order or pattern with one thing following another.
10. To show differences or similarities.
11. Not familiar; outside of one's own country.
13. Usual, common, or acceptable.
14. A noticeable part of something; a trait.
16. Critical; severe.

THE ENGLISH-SPEAKING WORLD


1 TRADE
2 TRAVEL
3 BLEND
3 BORROW
4 WANDER
5 PRESENT
6 HOPE
7 MODERN
8 FINAL
9 ISLAND
10 BOUNDARY
11 PROTECT
12 ANCIENT
13 CLAIM
14 UNITED
15 RESPONSIBLE
16 ENTER
17 ROOTS
18 WIDE

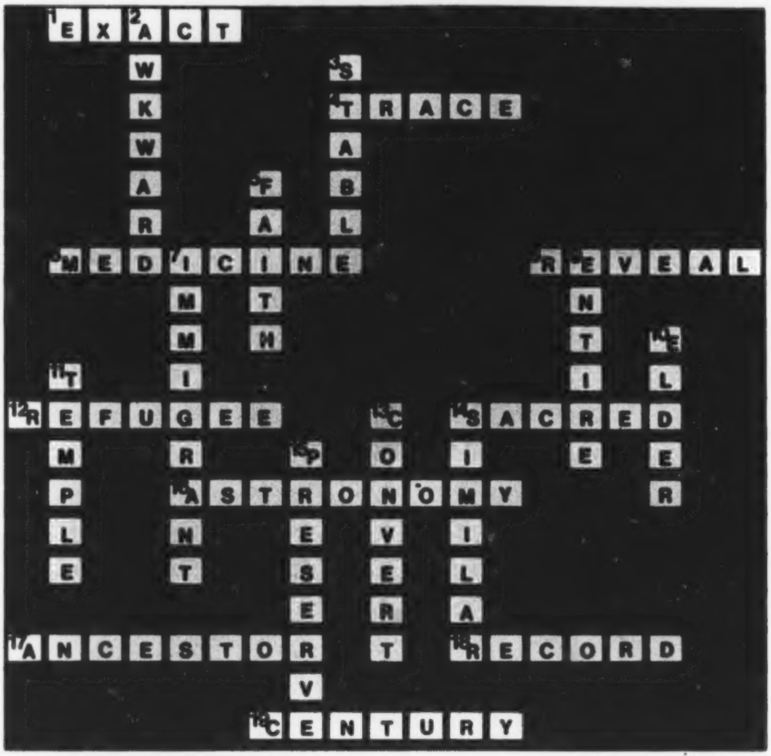
Across:

3. To mix.
4. To roam about from place to place.
6. A feeling of wanting something to happen; a wish.
7. Opposite of ancient or old.
9. Land surrounded by water.
11. To keep from harm or danger.
12. Very old.
15. Looking after the safekeeping of someone or something; in charge of.
17. The parts of a plant or tree that grow underground.
18. Opposite of narrow.

Down:

1. To barter; to exchange goods or services.
2. To take a trip; to make a journey; to go from place to place.
3. To take something which you intend to give back, like a loan.
5. Opposite of past; now, at this time.
8. The very last; coming at the end.
10. Anything marking a limit, as an area around a city, country, or object.
13. To demand or ask for something; to declare possession.
14. Together; not separated.
16. To go into or come into a place.

THE ARABIC-SPEAKING WORLD


1 EXACT
2 AWKWARD
3 STABLE
4 TRACE
5 FAITH
6 MEDICINE
7 IMMIGRANT
8 REVEAL
9 ENTIRE
10 ELDER
11 TEMPLE
12 REFUGEE
13 CONVERT
14 SACRED
14 SIMILAR
15 PRESERVE
16 ASTRONOMY
17 ANCESTOR
18 RECORD
19 CENTURY

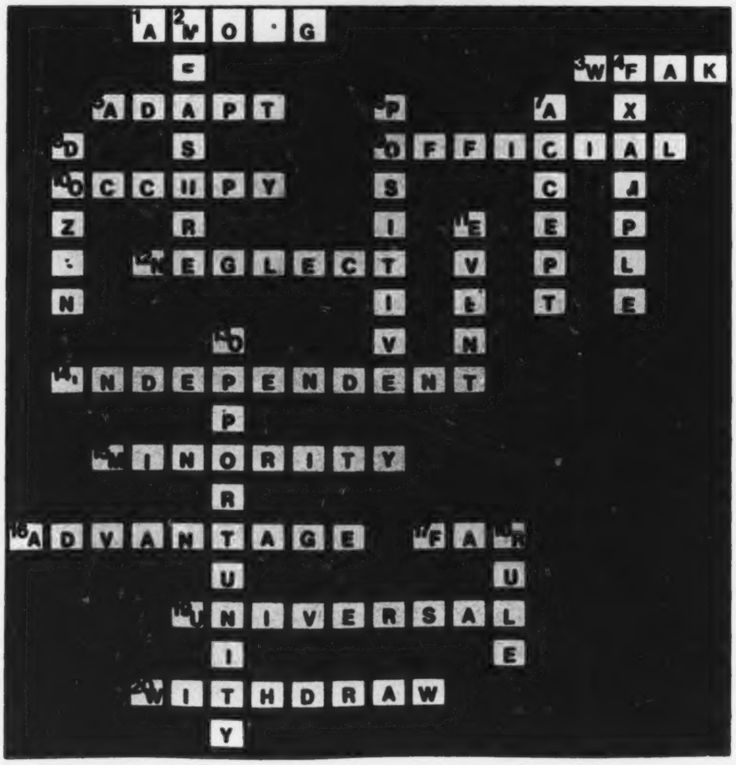
Across:

1. Precise; to the point; what is correct.
4. To follow the development or history; to draw or outline.
6. Something used when one is ill (eaten, drunk, or put on skin).
8. To uncover; to show something that is hidden or secret.
12. A homeless person; someone who had to flee his country or home.
14. Holy, consecrated.
16. The study of the stars and the planetary system.
17. Your relative from long, long ago.
18. To copy sounds or images.
19. Exactly 100 years.

Down:

2. Clumsy, uncoordinated.
3. Opposite of shaky or unsteady.
5. A belief in something or someone.
7. What one is called who comes to a country other than his/her own.
9. Complete, all, whole.
10. What you call someone who is older than you; like a senior citizen.
11. A place or building where people worship.
13. Change something into something else; to transform.
14. Opposite of different.
15. To keep or maintain, as in culture or language.

THE FRENCH-SPEAKING WORLD


1 A 2 M O N G
3 W 4 E A K
5 A D A P T
6 P
7 A
8 D
9 O F F I C I A L
10 O C C U P Y
11 E
12 N E G L E C T
13 O
14 I N D E P E N D E N T
15 M I N O R I T Y
16 A D V A N T A G E
17 F A 18 R
19 U N I V E R S A L
20 W I T H D R A W

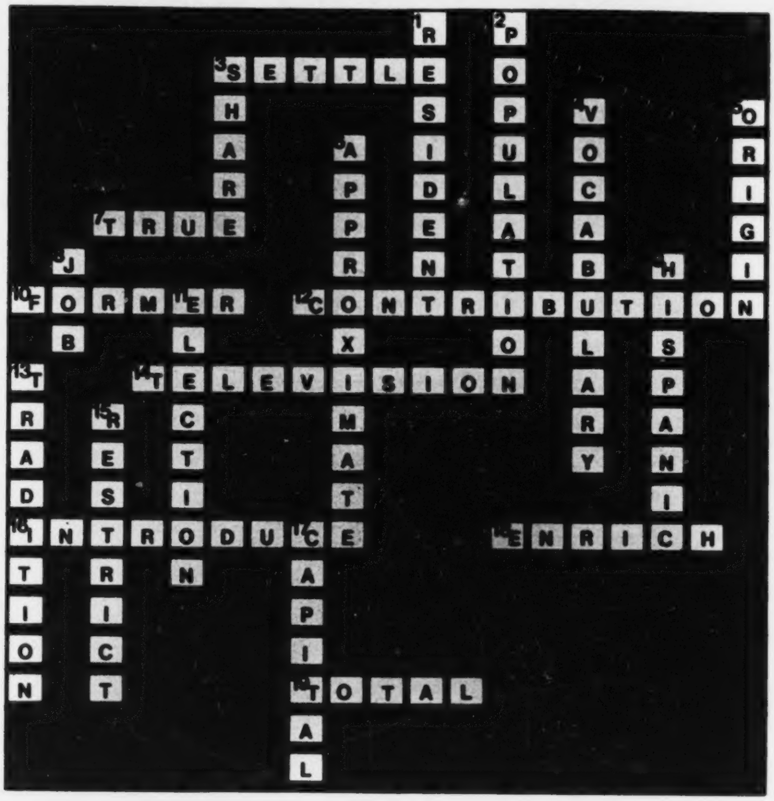
Across:

1. With others; in the midst of.
3. Opposite of strong, not able to do well.
5. To adjust or change, usually for the better.
9. Authorized, genuine.
10. To inhabit, to live in.
12. To be careless about looking after something.
14. On one's own; not wanting assistance or authority.
15. A lesser number or amount; less than half.
16. Something positive or of benefit.
17. Opposite of near.
19. Worldwide, known everywhere.
20. To get out of; to leave.

Down:

2. To take the dimensions of something; to find out the size of something.
4. A model; a sample.
6. Opposite of negative.
7. To agree to receive something; to say "yes."
8. Exactly 12 (twelve).
11. A happening; occurrence.
13. A good chance to do something.
18. A law or regulation.

THE SPANISH-SPEAKING WORLD


1 RESIDENT
2 POPULATION
3 SETTLE
3 SHARE
4 VOCABULARY
5 ORIGIN
6 APPROXIMATE
7 TRUE
8 JOB
9 HISPANIC
10 FORMER
11 ELECTION
12 CONTRIBUTION
13 TRADITION
14 TELEVISION
15 RESTRICT
16 INTRODUCE
17 CAPITAL
18 ENRICH
19 TOTAL

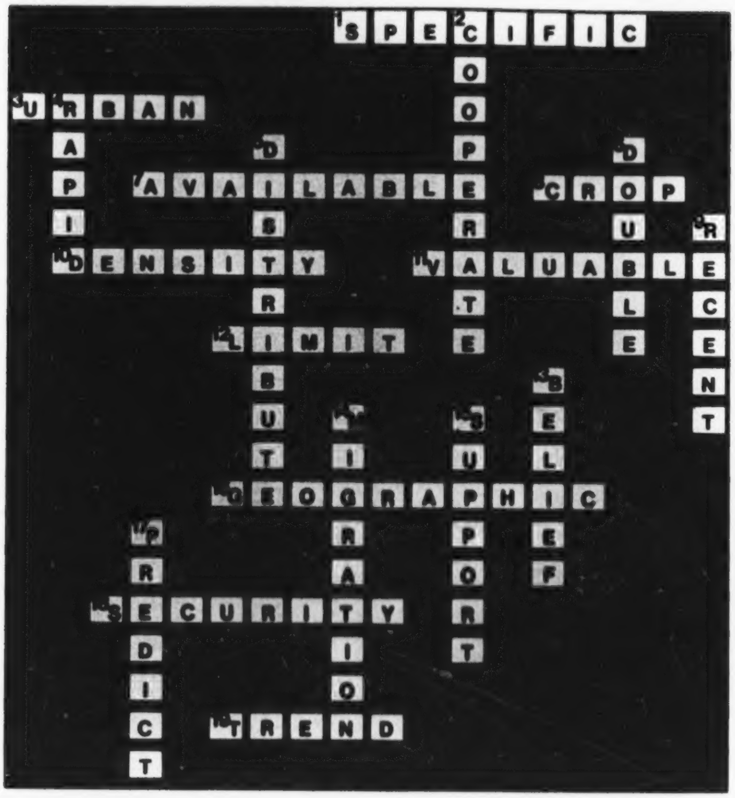
Across:

3. To set in place firmly and comfortably; to take up residence.
7. Opposite of false.
10. The first of two things named; having held the position previously.
12. Donation; something given.
14. T.V.
16. To tell each other's names upon meeting; to begin a new idea.
18. To add to or make better; to give greater value.
19. All; the sum of two or more items.

Down:

1. One who lives in a location or place.
2. The total number of people living in an area.
3. To give part of something to someone else.
4. The words of a language.
5. The very beginning; the very start of something.
6. Nearly; almost; not exact.
8. Occupation; work done, usually for money.
9. A person of Spanish origin; a Spanish speaking person.
11. A time set aside to select public officials by voting.
13. A custom passed from generation to generation.
15. Opposite of to give freedom; to limit or prevent someone from doing something.
17. Main city where the government of a state or place is located.

POPULATION


SPECIFIC
COOPERATE
URBAN
RAPID
DISTRIBUTE
AVAILABLE
CROP
DOUBLE
RECENT
DENSITY
VALUABLE
LIMIT
BELIEF
MIGRATION
SUPPORT
GEOGRAPHIC
PREDICT
SECURITY
TREND

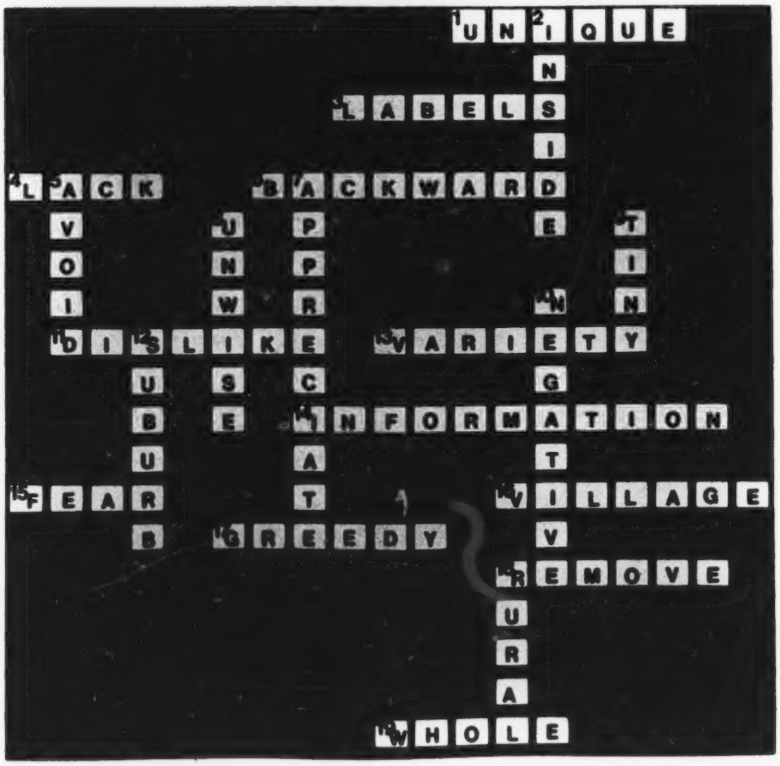
Across:

1. Don't be general, be s————————.
3. City is to ____________ as country is to rural.
7. On hand; can be easily gotten.
8. A c——— is grown by a farmer.
10. The amount of an object per unit is its ____________.
11. Opposite of not worth anything.
12. The end or edge of something.
16. Pertaining to a feature of the earth.
18. Being safe gives one a feeling of s————————.
19. A movement of interest in a specific direction.

Down:

2. To work together.
4. The same as swift or very fast.
5. To pass something out, to hand something out.
6. To increase in size or quantity to twice as much or ____________.
9. It wasn't long ago, it was ____________.
13. Your opinion or faith in something is a b——————.
14. Movement from one country to another.
15. Help or assistance.
17. It's hard to p——————— what will happen in the future.

STEREOTYPES


UNIQUE
INSIDE
LABELS
LACK
BACKWARD
AVOID
UNWISE
APPRECIATE
TINY
NEGATIVE
DISLIKE
SUBURB
VARIETY
INFORMATION
FEAR
VILLAGE
GREEDY
REMOVE
RURAL
WHOLE

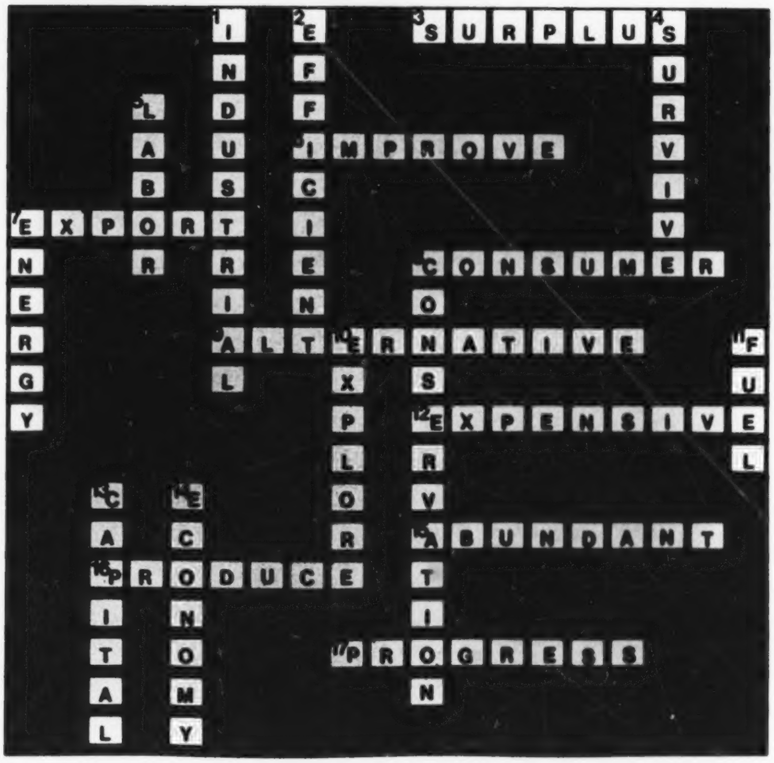
Across:

1. This is one of a kind, it's u———————.
3. Signs; names put on things.
4. To be missing something or to be without something.
6. In Driver's Ed I learned about the reverse gear that lets you go ________________.
11. Many children d———————— taking medicine.
13. We have many different things in our salad bar, a ________________.
14. You need more i———————————————— to complete this form.
15. To be afraid of.
16. A small town out in the country.
17. Someone who keeps everything for him/herself is said to be ________________.
18. To take away.
19. Total; all; complete.

Down:

2. Don't stay out in the cold, come ________________.
5. Little children should a————— talking to strangers.
7. To be thankful or grateful for something.
8. Lacking good judgment; not prudent.
9. Opposite of very, very large.
10. Opposite of positive.
12. Oak Park is considered a s——————— of Detroit.
18. Those who live in ________________ areas often really enjoy the country life.

ENERGY


1 INDUSTRIAL
2 EFFICIENT
3 SURPLUS
4 SURVIVE
5 LABOR
6 IMPROVE
7 EXPORT
7 ENERGY
8 CONSUMER
8 CONSERVATION
9 ALTERNATIVE
10 EXPLORE
11 FUEL
12 EXPENSIVE
13 CAPITAL
14 ECONOMY
15 ABUNDANT
16 PRODUCE
17 PROGRESS

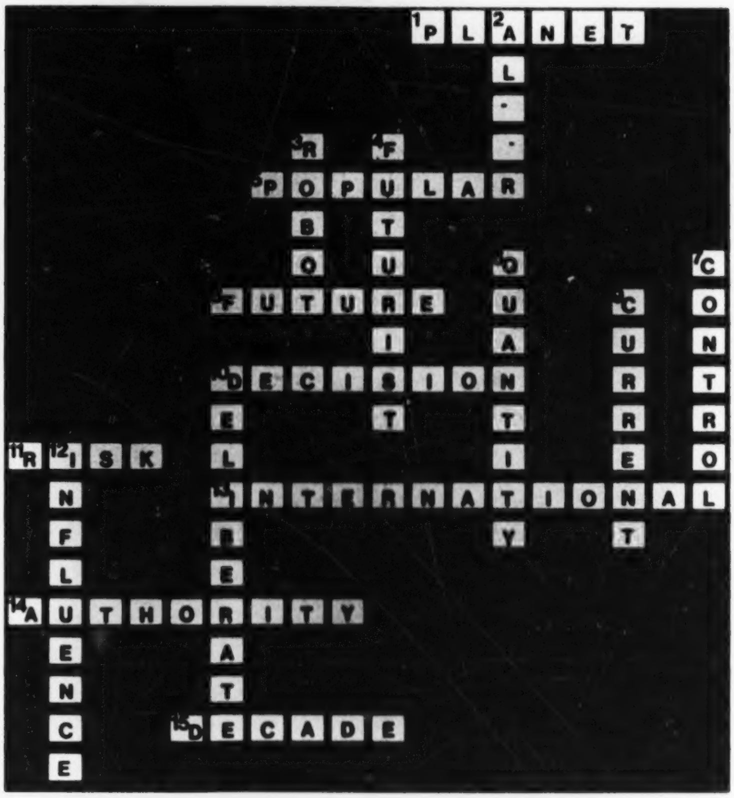
Across:

3. If you have a ______________ of those, give the extra ones to him.
6. To make better.
7. To send goods to other countries.
8. Each of us is a ______________ because we buy and use things.
9. Another choice or way to do something.
12. Opposite of cheap.
15. Much; plentiful.
16. Michigan is known for its factories which ______________ cars.
17. To p—————————— is to move forward; to improve.

Down:

1. Having to do with commercial production.
2. The best way to do something is usually the most ______________ way.
4. To exist; to keep on living.
5. Hard work or ______________ is needed to make progress.
7. Nuclear, solar, and water power are all forms of ______________.
8. ______________ is the process of protecting our natural resources.
10. Astronauts are scientists who e———————— outer space.
11. Anything used to make heat or energy, such as gas, coal, or wood.
13. Another word for money, especially that which is invested.
14. The way a country manages its wealth.

FUTURISM


1 PLANET
3 ROBOT
4 FUTURIST
5 POPULAR
6 QUANTITY
7 CONTROL
8 FUTURE
9 CURRENT
10 DECISION
10 DELIBERATE
11 RISK
12 INFLUENCE
13 INTERNATIONAL
14 AUTHORITY
15 DECADE

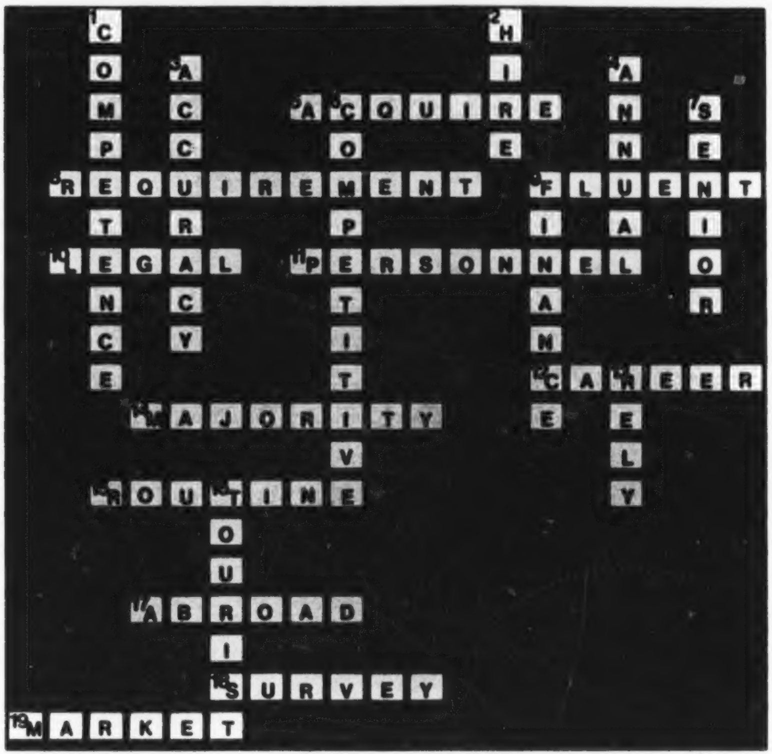
Across:

1. Mars is also called the "Red ____________".
5. Well-known; well liked; known to most.
8. Opposite of the past; several years ahead.
10. Passing of judgment on an issue.
11. A chance, possibly endangering something or someone.
13. Having to do with many countries; among various countries.
14. Power or control.
15. Exactly ten years.

Down:

2. To change; to make different.
3. A mechanical device operating in a seemingly human-like way.
4. Scientist who studies the past to predict the future.
6. A large supply; a number of things.
7. Authority to direct or regulate.
9. In effect; right now; going on at this time; in the present.
10. Done intentionally, on purpose.
12. The power to affect something or someone.

CAREERS IN THE INTERNATIONAL LANGUAGE WORLD


1 COMPETENCE
2 HIRE
3 ACCURACY
4 ANNUALLY
5 ACQUIRE
6 COMPETITIVE
7 SENIOR
8 REQUIREMENT
9 FLUENT
9 FINANCE
10 LEGAL
11 PERSONNEL
12 CAREER
13 RELY
14 MAJORITY
15 ROUTINE
16 TOURIST
17 ABROAD
18 SURVEY
19 MARKET

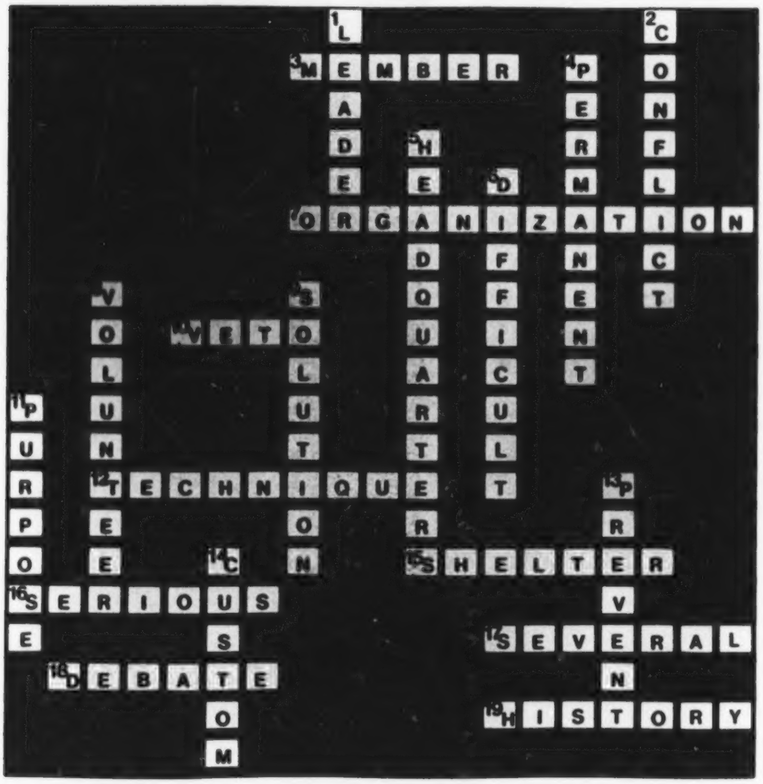
Across:

5. To get something; to obtain.
8. Three years of English is a ______________ for high school graduation.
9. If one speaks a language well, one is ______________ in the language.
10. The court is a place where l———— matters are taken care of.
11. Employees collectively.
12. One's job or way of making a living.
14. The greater part of something; at least one more than half of a group.
15. Habit or usual activity.
17. Going overseas or traveling a—————— teaches you many things.
18. A document or an activity that asks questions or wants opinions.
19. A place where things are bought and sold.

Down:

1. A skill or an ability in some area is called c——————————.
2. Opposite of to fire someone.
3. Correctness; ability to work without errors or mistakes.
4. Yearly; every year.
6. Having a need to be the best in a contest.
7. The oldest one; above junior.
9. A f——————— class teaches you about money and business matters.
13. "You can depend on me, you can r——— on me to help you."
16. One who visits foreign places.

THE UNITED NATIONS


1 LEADER
2 CONFLICT
3 MEMBER
4 PERMANENT
5 HEADQUARTERS
6 DIFFICULT
7 ORGANIZATION
8 VOLUNTEER
9 SOLUTION
10 VETO
11 PURPOSE
12 TECHNIQUE
13 PREVENT
14 CUSTOM
15 SHELTER
16 SERIOUS
17 SEVERAL
18 DEBATE
19 HISTORY

Across:

3. Someone who is a part of a group or organization.
7. A structured group of people who have the same purpose and interests.
10. An official "no" vote; the power to prohibit action.
12. A special way of doing something.
15. A safe place; a place of protection.
16. Opposite of funny or silly.
17. Opposite of few.
18. To discuss all sides of an issue or topic.
19. A record or story of people and events of the past.

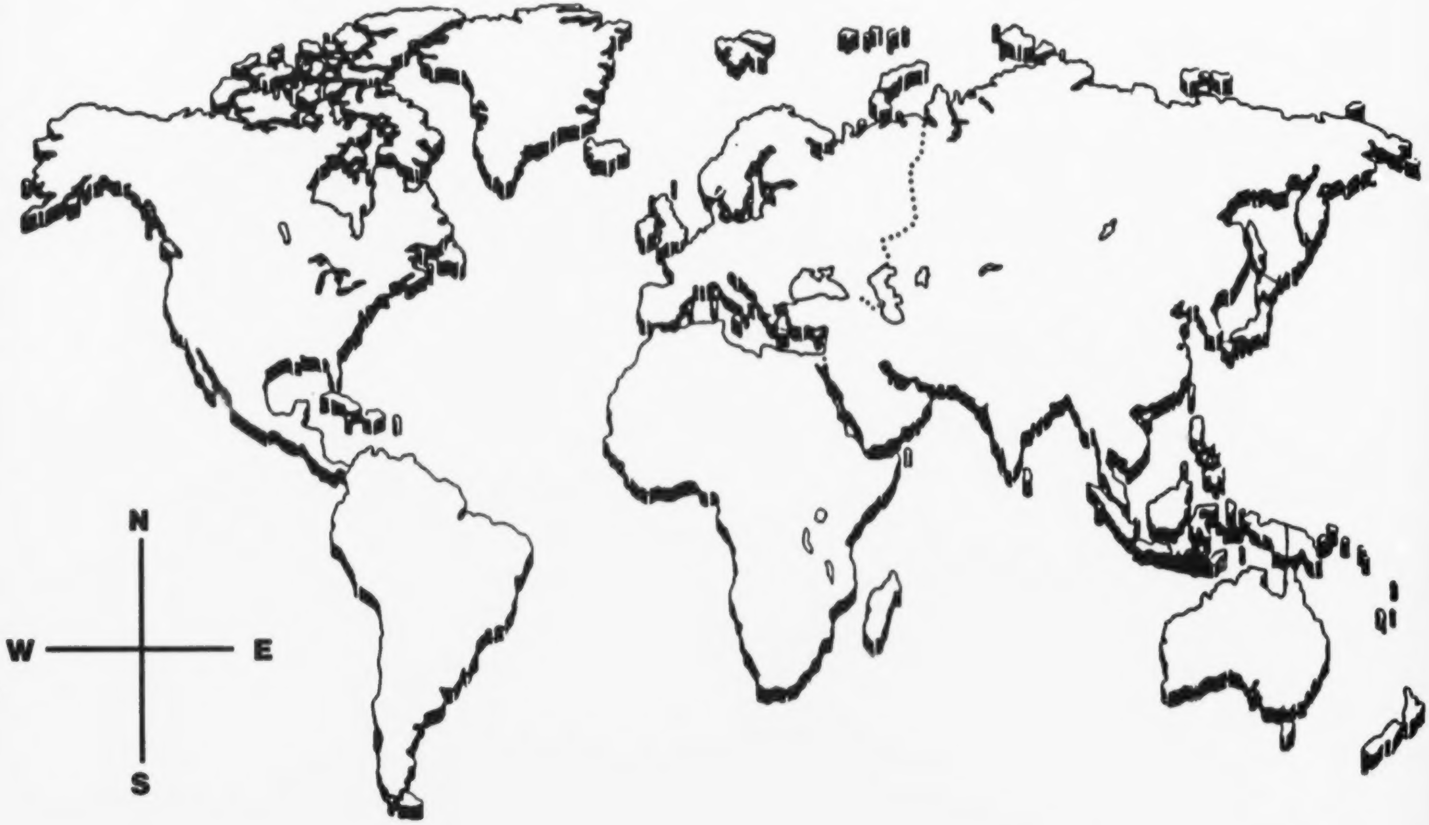
Down:

1. Person who is in front or at the head of a group.
2. Opposite of harmony or agreement; a fight.
4. Lasting forever; staying the same.
5. The official base of an organization; the home base of a company.
6. Opposite of easy.
8. To give of one's time and effort, usually for no pay; to contribute time to a cause.
9. The answer to a problem or mathematical equation.
11. Your reason for doing something.
13. To stop something from happening.
14. Something done on a regular basis; usual practice; a habit of a culture.

THE WORLD AND ITS CONTINENTS

MAP SKILLS REVIEW

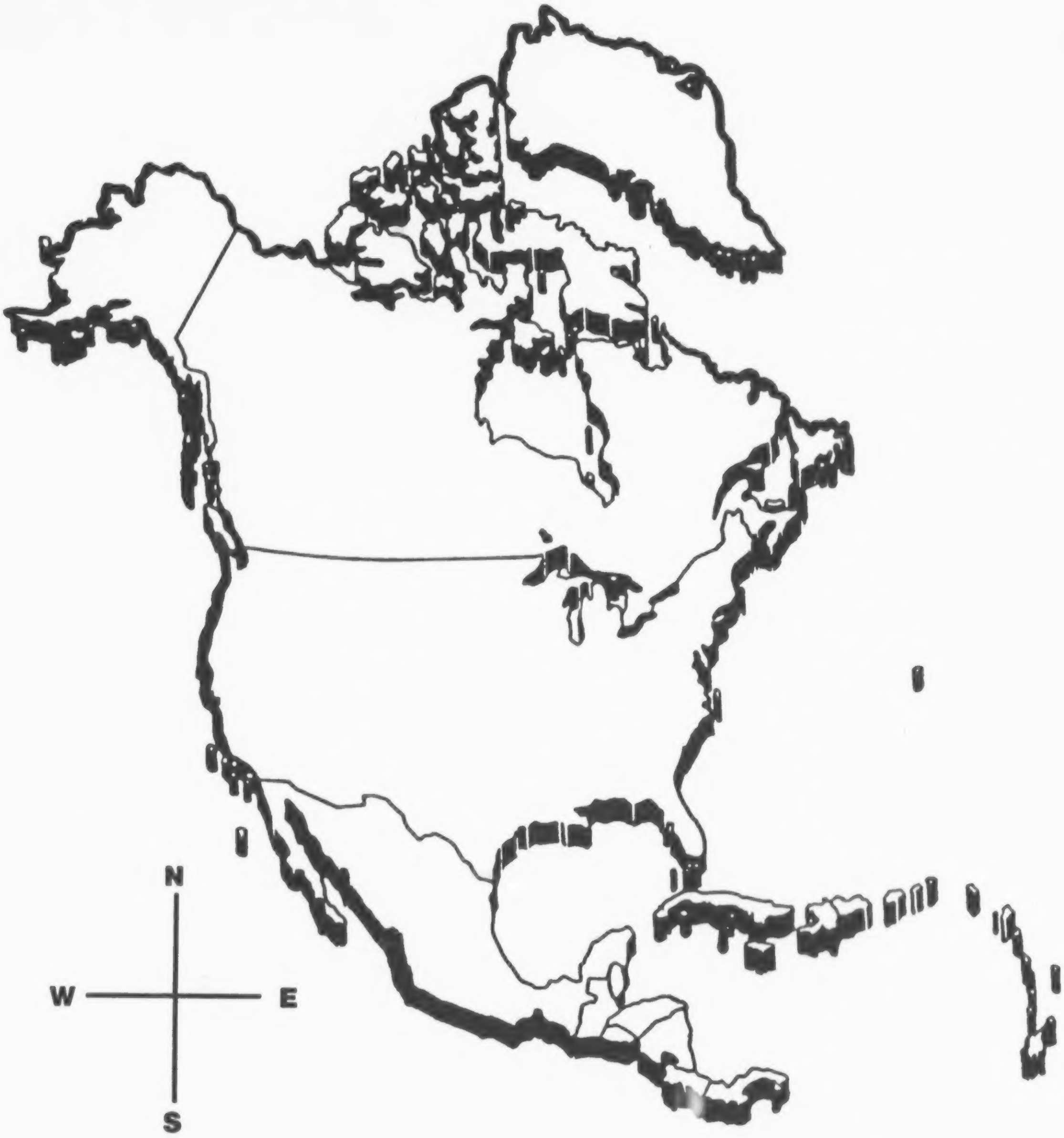
Exercise I Directions: Using this blank map of the World, write the names of the continents and oceans in the correct places. (If you need another blank sheet, ask your teacher.)



NORTH AMERICA
AND
CENTRAL AMERICA

MAP SKILLS REVIEW

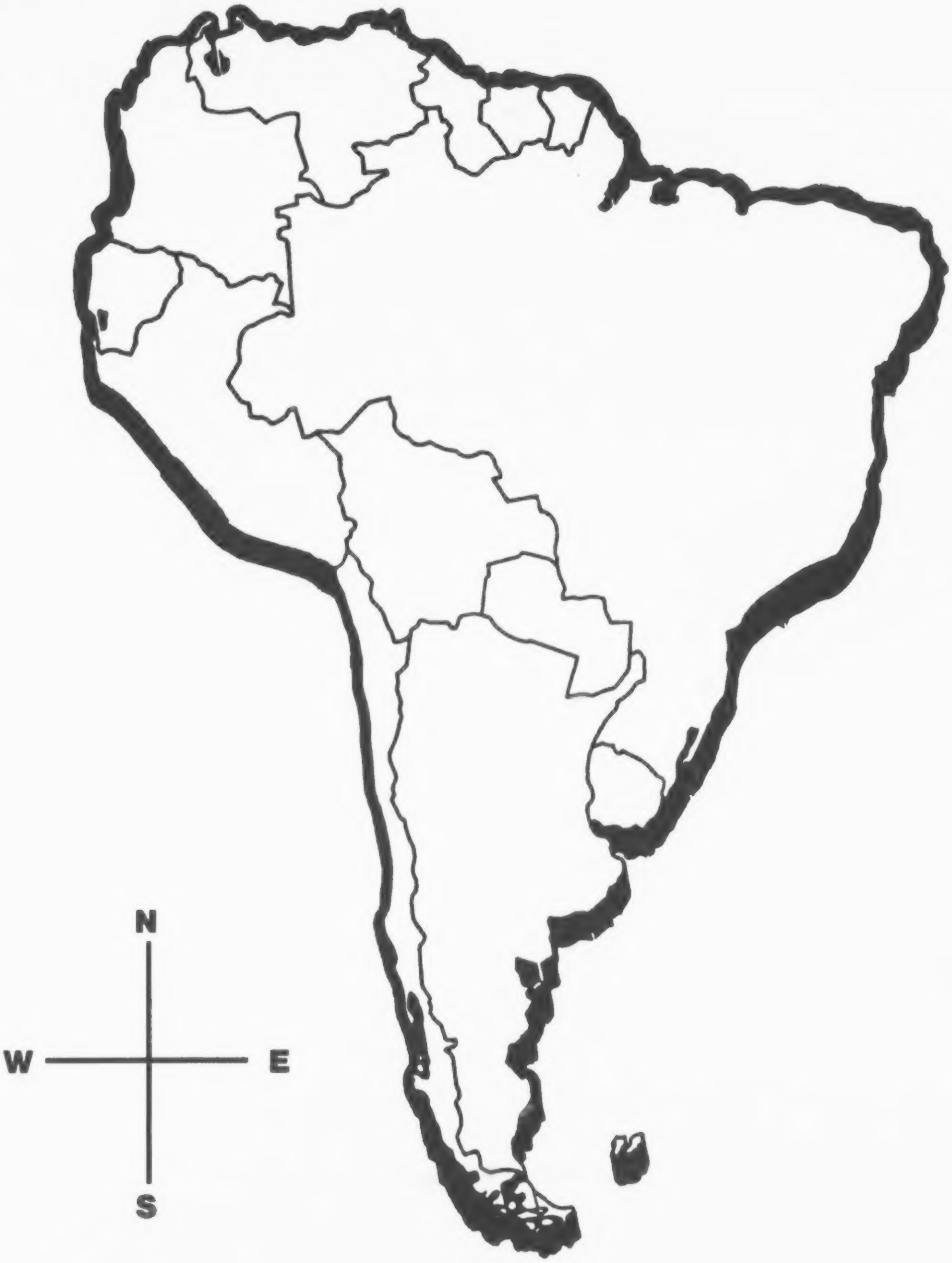
Exercise I Directions: Using this blank map of North America and Central America, write the names of the continents and oceans in the correct places. (If you need another blank sheet, ask your teacher.)



SOUTH AMERICA

MAP SKILLS REVIEW

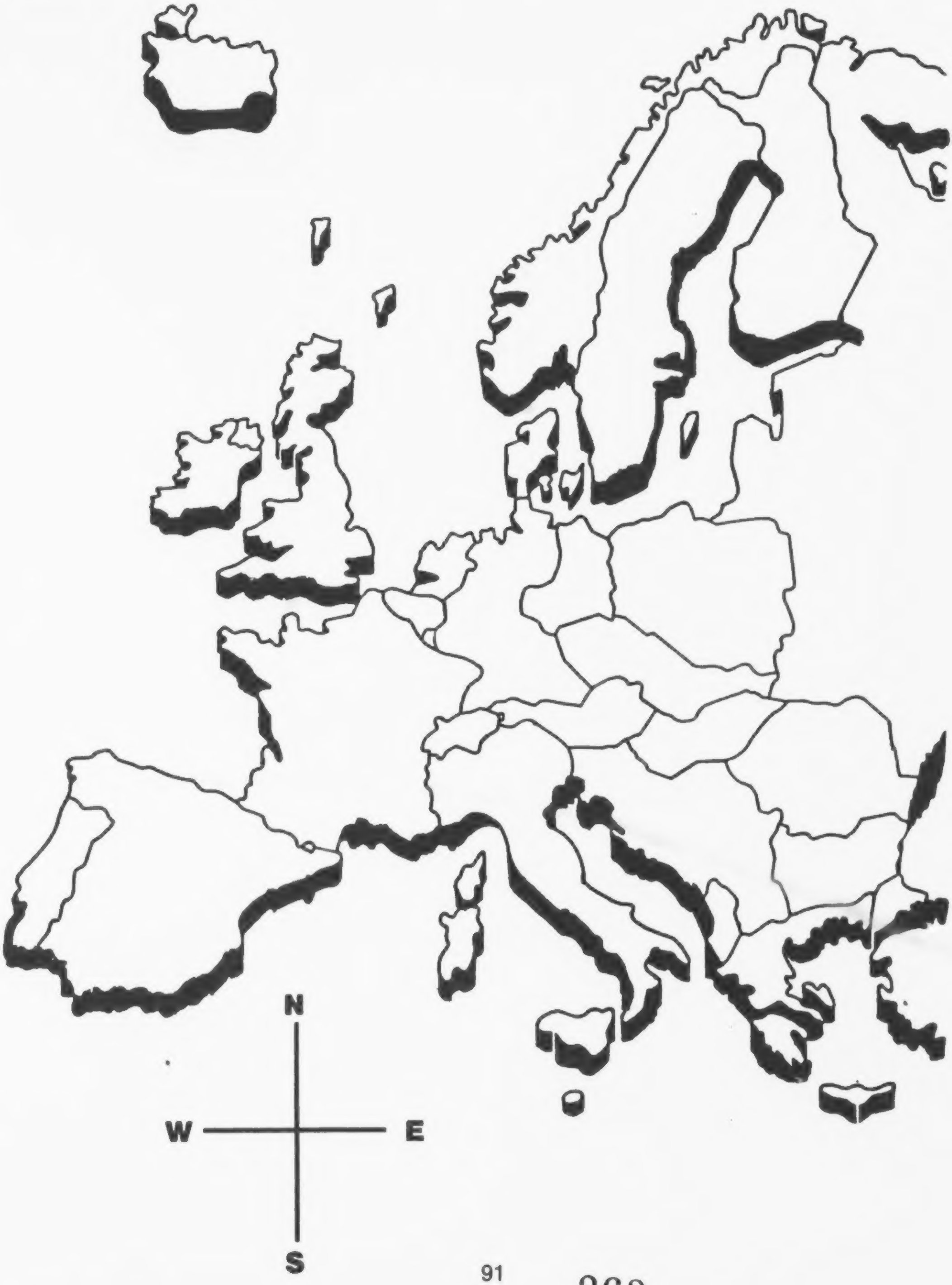
Exercise I Directions: Using this blank map of South America, write the names of the continents and oceans in the correct places. (If you need another blank sheet, ask your teacher.)



EUROPE

MAP SKILLS REVIEW

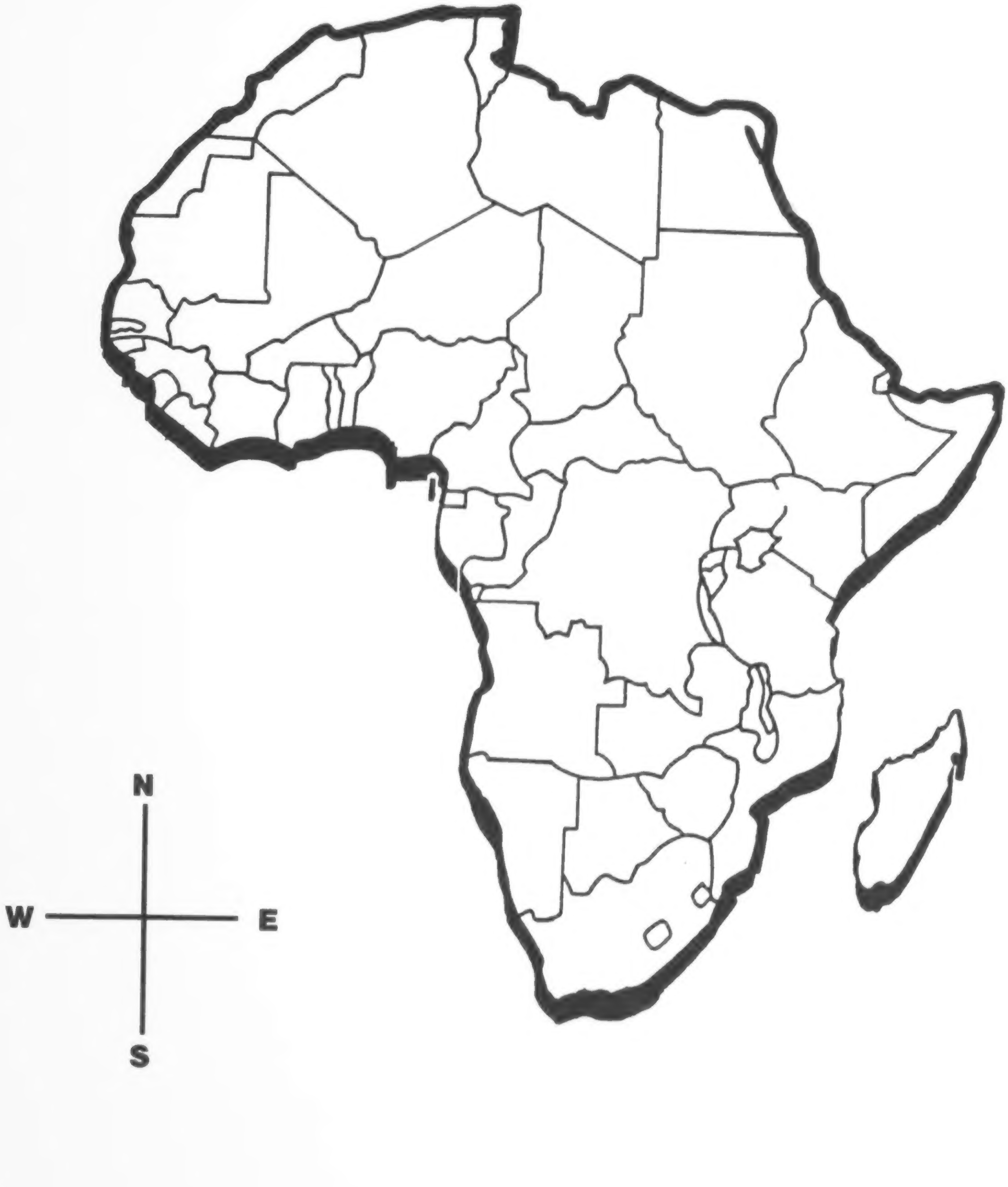
Exercise I Directions: Using this blank map of Europe, write the names of the continents and oceans in the correct places. (If you need another blank sheet, ask your teacher.)



AFRICA

MAP SKILLS REVIEW

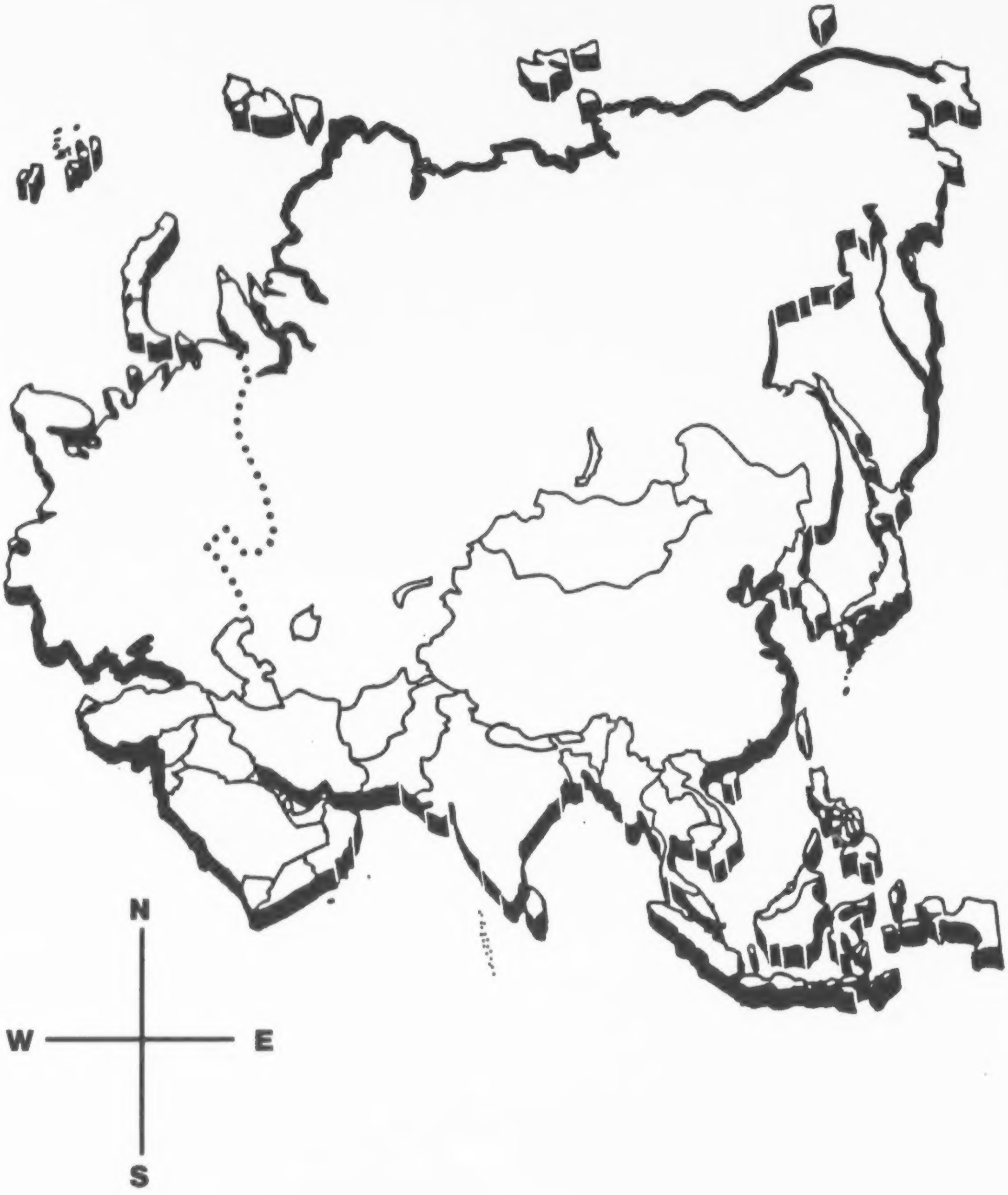
Exercise I Directions: Using this blank map of Africa, write the names of the continents and oceans in the correct places. (If you need another blank sheet, ask your teacher.)



ASIA

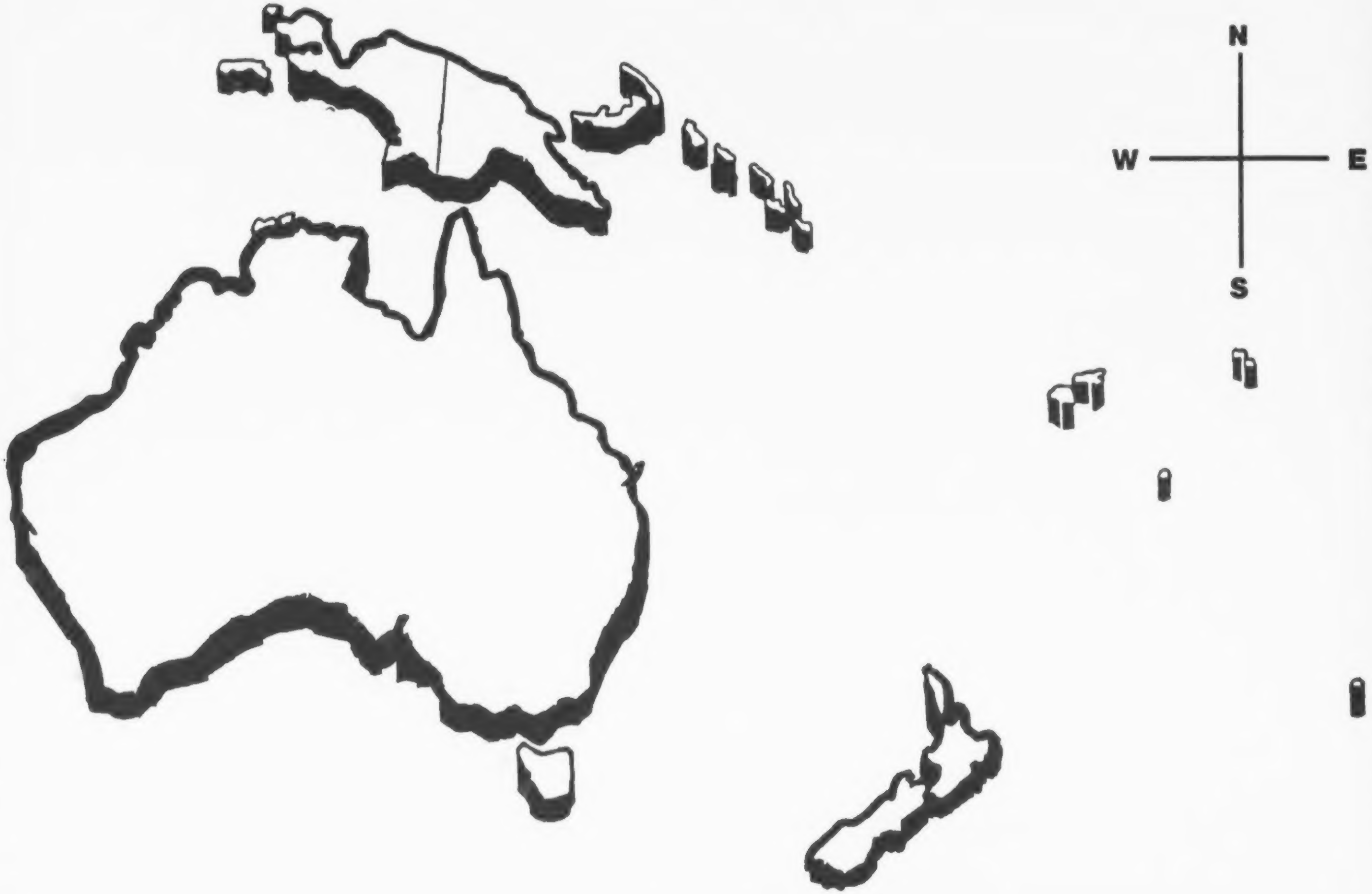
MAP SKILLS REVIEW

Exercise I Directions: Using this blank map of Asia, write the names of the continents and oceans in the correct places. (If you need another blank sheet, ask your teacher.)



AUSTRALIA and OCEANIA

MAP SKILLS REVIEW

Exercise I Directions: Using this blank map of Australia and Oceania, write the names of the continents and oceans in the correct places. (If you need another blank sheet, ask your teacher.)